Wofford College

Teacher Education Program

Scholarship Performance

Excellence in Character

Leadership

Life-Long Learning

Field Experiences Handbook

Fall 2010
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Introduction to Field Experiences

The field experiences component of the Teacher Education Program at Wofford College provides opportunities for candidates to observe in classrooms and to apply and strengthen their theoretical college-level studies with the invaluable experience of practical application in off-campus school assignments. In order to do so, all teacher candidates must participate in specified field experiences in their sophomore, junior and senior years. These experiences culminate in clinical practice.

By design, field experiences in the public schools provide the opportunity for observation, participation, and practice of the knowledge, skills and dispositions learned and acquired in the college classroom. Teacher candidates begin their pre-field experience with Education 200 which requires that they attend a local school board meeting and conduct an interview with a teacher. Students then move through a series of sequential and incremental activities in middle and secondary classrooms. These experiences provide them with opportunities to serve as a teacher's assistant, administer tests, tutor individual students, teach small and large groups, and become familiar with the organization and operation of the classroom and school.

The preparation of teacher candidates for effective service in the public schools is a shared responsibility of the Unit and its school partners. As a cooperative endeavor between the Unit and school officials and teachers in Spartanburg County, it is a partnership of professionals preparing future professionals. The best program is accentuated by the appropriate placements of teacher candidates. The continuing development of teacher candidates depends to a great extent upon the professional commitment and expertise of those selected to serve as cooperating teachers. Selected cooperating teachers have the opportunity to work with teacher candidates on a one-to-one basis. The Unit and public school officials work together to identify and recommend these outstanding teachers for the field experiences and clinical practice components of Wofford College's Teacher Education Program. The Unit is committed to collaborating fully with our partner schools in the development and evaluation of these field experiences and clinical practice. This commitment mirrors Wofford College's more general commitment to
improving educational opportunities in our community, as articulated in the Purpose of the College (1965).

Founded in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college of approximately fifteen hundred undergraduate men and women students.

The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious and inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his or her own individual worth while aspiring to high standards of learning and morality.

In such an environment all members of the Wofford community should develop intellectual curiosity, independence of thought, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

This concept of liberal education is in harmony with the ideals of the United Methodist Church, to which the college is related, and should lead to a Christian philosophy of life among all who study and teach and work here.

Adopted by the Faculty, September 10, 1965, and the Board of Trustees, October 5, 1965.

"A teacher affects eternity; he can never tell where his influence stops."

Henry Adams
Overview of the Teacher Education Program

The Teacher Education Program is an important part of the overall education program at Wofford College. The program’s mission, goals, and philosophy, as well as the knowledge, skills and dispositions required for all candidates identify the specific role of the program in relation to the College as a whole and were established by the Unit in collaboration with other Wofford College faculty, administrators, students, graduates, public school personnel, and representatives of professional teacher education organizations. The knowledge, skills and dispositions required of our teacher candidates reflect best practice according to contemporary research. Previous departmental objectives underwent a thorough revision to reflect the requirements for knowledge, skills and dispositions (KSDs) of teacher candidates as required by NCATE and the Specialized Program Associations Preparation Programs. All accredited Teacher Preparation Programs also reflect the latest version of the Policy Guidelines for South Carolina Teacher Education Units, as well as the ten Performance Standards included in Assisting Developing, and Evaluating Professional Teaching (ADEPT).

The goal of the Teacher Education Program is to produce knowledgeable teachers who demonstrate excellence in character, provide leadership to their schools and communities and model their commitment to life-long learning.

This goal builds upon the mission statements of Wofford College and the Unit. It was around this goal that the Unit standards for the knowledge, skills and dispositions for our teacher candidates were developed. The following objectives support the Program’s goal:

1. To support the broad liberal arts background of general knowledge and skills as a basis for the development of diverse cultural literacy and understanding of our cultural heritage;

2. To support and foster the development of a depth of knowledge and skills in at least one teaching area of specialization;

3. To provide a sequence of professional courses and experiences that will form the philosophical, psychological, sociological, historical, and methodological bases of teaching and learning including an understanding
of various cultural, socio-economic, and ability levels of students in secondary schools;

4. To present effective models, methods, materials, and resources in order that teacher candidates develop and demonstrate the required pedagogical skills and proficiencies for teaching and learning; and

5. To model those personal and professional dispositions that we expect of our teacher candidates.

While each teaching major has very specific objectives relating to its field of study, there are common knowledge, skills and dispositions which apply to the preparation of all prospective teachers. The objectives are classified according to the three components of Wofford's Teacher Education Program: the general education component, the professional education component, and the teaching major. Although the objectives are presented below in these three categories, these objectives are interrelated and are mutually enriching. The objectives should be viewed collectively in the process of preparing a prospective teacher who embodies in total the interrelated program objectives upon completion of the program.

General Education Component Objectives

All teacher candidates complete courses which the faculty requires of all students who graduate Wofford College. Teacher candidates also complete a number of general education courses which are required as additional course work. The purpose of the general education requirements is to ensure that teacher candidates at Wofford College will:

1. Develop a basic competence in the process skills of analysis, synthesis, and evaluation which are essential to the understanding of intellectual ideas and principles.

2. Develop the understandings and intellectual concepts essential to an appreciation of the arts.

3. Develop competence in both oral and written communication skills.

4. Develop an understanding of and competence in the use of basic mathematical properties, processes, and symbols.

5. Develop basic intellectual knowledge, understanding, and competence in social sciences including specific knowledge and information concerning:
history of both western and nonwestern cultures; majority and minority cultures in American society; and the concerns and contributions of other social sciences to modern development.

6. Acquire knowledge and a basic understanding of the principles of both life and earth sciences; some of the knowledge is to be acquired in a laboratory setting.

7. Acquire knowledge of the various modes of inquiry as well as the unique characteristics of disciplines in the arts, the humanities, the natural sciences, and the social sciences.

Professional Education Component: Knowledge, Skills and Dispositions

The knowledge, skills and dispositions established by the Unit and listed below are derived from the college and program missions and the Unit’s conceptual framework, and they are informed by professional and state standards. The five subheadings indicate connections between the elements of NCATE Standard 1 and the Unit’s KSDs. The labels in parentheses indicate connections between the four candidate proficiencies (scholarly performance, excellence in character, leadership, life-long learning) and the KSDs of the Unit.

Content Knowledge

1. (Scholarly Performance): Candidates demonstrate knowledge of the content area of specialization as prescribed by the South Carolina State Department of Education Teacher Preparation Program Approval Standards and by the academic departments in which they earn their degrees.

Pedagogical Content Knowledge

2. (Scholarly Performance): Candidates develop instructional plans and strategies which reflect best practices in their area of certification, which include the principles and processes of the school-to-work concept, and which are aligned with K-12 academic standards.

Professional Knowledge and Skills

3. (Scholarly Performance): Candidates can relate knowledge of the principles of life-long human growth and development and their application to learning and teaching theories, and incorporate this knowledge into their instruction and interactions with students.
4. **(Scholarly Performance)**: Candidates know the historical, philosophical, and societal foundations of education and have developed a philosophy of education.

5. **(Leadership)**: Candidates model appropriate communication skills and behaviors that enable them to work effectively with diverse student and parent populations, with colleagues and with the larger community which the school serves.

6. **(Leadership)**: Candidates advocate for students and families, when appropriate, and foster collaborative relationships with the family, school and community to enhance the educational experiences and well-being of all learners.

**Pedagogical Knowledge and Skills**

7. **(Scholarly Performance /Leadership)**: Candidates select and implement appropriate instructional and technological strategies to create educational environments that meet the needs of diverse learners.

8. **(Leadership)**: Candidates maintain a learning environment that promotes learning for all students while supporting student responsibility for learning, motivation, and behavior.

9. **(Scholarly Performance)**: Candidates demonstrate proficiency in the use of formative and summative assessments to diagnose and measure student learning and provide opportunities for students’ self-evaluation.

**Teacher Candidate Dispositions**

10. **(Excellence in Character)**: Candidates model a professional teaching efficacy and demonstrate their commitment to educational equity. They believe that they can impact student learning in a positive manner and that awareness of and adjustments for learner differences contribute to the academic success or failure of students. They develop and implement appropriate practices so that they can help all students realize their potential as effective members of a democratic society.

11. **(Excellence in Character)**: Candidates model ethical behaviors that reflect acknowledgement, acceptance of, and respect for the diverse population of learners and for the rights and needs of all who are invested in the success of students.

12. **(Leadership)**: Candidates exhibit the characteristics of professional teachers and emerging leaders as they work with colleagues and parents; they are responsible, honest, and punctual; they possess a personal self-discipline, they consider personal presentation, they plan ahead, and they model continued professional development.

13. **(Life-Long Learning)**: Candidates willingly engage in the practice of regular reflection and use this reflection to monitor and adjust their teaching practices.
Table 3. Matrix of KSDs, ADEPT, INTASC, NCATE

<table>
<thead>
<tr>
<th>Teacher Candidate Knowledge, Skills, Dispositions</th>
<th>ADEPT Performance Standard</th>
<th>INTASC</th>
<th>NCATE Standard</th>
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<td>1. (Scholarly Performance; Academic Content): Candidates demonstrate knowledge of the content area of specialization as prescribed by the South Carolina State Department of Education Teacher Preparation Program Approval Standards and by the academic departments in which they earn their degrees.</td>
<td>APS I Long-Range Planning. The teacher establishes appropriate long-range learning goals.</td>
<td>1. Understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates meaningful learning experiences.</td>
<td>1. Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td>
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<td>2. (Scholarly Performance: Pedagogical Knowledge/ Instructional Skills): Candidates develop instructional plans and strategies which reflect best practices in their area of certification, which include the principles and processes of the school-to-work concept, and which are aligned with P-12 academic standards.</td>
<td>2. Understands how children learn and develop.</td>
<td>2. Understands how students differ in their approaches to learning; adapts instruction for diverse learners.</td>
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<td>5. (Leadership): Candidates model appropriate communication skills and behaviors that enable them to work effectively with diverse student and parent populations, with colleagues and with the larger community, which the school serves.</td>
<td>3. Understands how students differ in their approaches to learning; adapts instruction for diverse learners.</td>
<td>3. Creates a positive learning environment.</td>
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<td>6. (Leadership): Candidates advocate for students and families, when appropriate, and foster collaborative relationships with the family, school and community to enhance the educational experiences and well being of all learners.</td>
<td>4. Understands and uses a variety of instructional strategies.</td>
<td>4. Fosters active inquiry, collaboration, and group interaction through effective communication techniques.</td>
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<td>7. (Scholarly Performance/ Leadership: Diversity and Technology): Candidates select and implement appropriate instructional and technological strategies to create educational environments that meet the needs of diverse learners.</td>
<td>5. Creates a positive learning environment.</td>
<td>5. Plans instruction based upon knowledge of content, students, curriculum, and community.</td>
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<td>9. (Scholarly Performance): Candidates demonstrate proficiency in the use of formative and summative assessments to diagnose and measure student learning and provide opportunities for students’ self-evaluation.</td>
<td>6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques.</td>
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<td>10. (Excellence in Character): Candidates model a professional teaching efficacy and demonstrate their commitment to educational equity. They believe that they can impact student learning in a positive manner and that awareness of and adjustments for learner differences contribute to the academic success or failure of students. They develop and implement appropriate practices so that they can help all students realize their potential as effective members of a democratic society.</td>
<td>7. Plans instruction based upon knowledge of content, students, curriculum, and community.</td>
<td>9. Reflects on teaching.</td>
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<td>3. Field Experiences and Clinical Practice. The Unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.</td>
<td>10. Fosters collaborative relationships within the school community.</td>
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<td>4. Diversity. The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary for students to learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.</td>
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<td>APS 2 Short-Range Planning. The teacher facilitates student achievement and uses student performance data to guide instructional decision-making.</td>
<td>4. Understands and uses a variety of instructional strategies.</td>
<td><strong>1. Candidate Knowledge, Skills, and Dispositions.</strong> Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td>
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<td><strong>2. (Scholarly Performance: Pedagogical Knowledge/ Instructional Skills):</strong> Candidates develop instructional plans and strategies that reflect best practices in their area of certification, which include the principles and processes of the school-to-work concept, and which are aligned with P-12 academic standards.</td>
<td>5. Creates a positive learning environment.</td>
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<td><strong>7. (Scholarly Performance/ Leadership: Diversity/Technology):</strong> Candidates select and implement appropriate instructional and technological strategies to create educational environments that meet the needs of diverse learners.</td>
<td>6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques.</td>
<td><strong>4. Diversity.</strong> The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary for students to learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.</td>
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<td>APS 3 Short-Range Planning, Development, Uses of Assessments. Effective teachers facilitate student achievement by assessing and analyzing student performance to determine the impact of their instruction on student learning.</td>
<td>4. Understands and uses a variety of instructional strategies. 5. Creates a positive learning environment. 6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques. 7. Plans instruction based upon knowledge of content, students, curriculum, and community. 9. Reflects on teaching.</td>
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<td>9. (Scholarly Performance: Assessment): Candidates demonstrate proficiency in the use of formative and summative assessments to diagnose and measure student learning and provide opportunities for students' self-evaluation.</td>
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<td>3. (Scholarly Performance: Professional Knowledge): Candidates can relate knowledge of the principles of life-long human growth and development and their application to learning and teaching theories, and incorporate this knowledge into their instruction and interactions with students.</td>
<td>APS 4 Establishing and Maintaining High Expectations for Learners.</td>
<td>5. Creates a positive learning environment.</td>
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<td>5. (Leadership): Communication: Candidates model appropriate communication skills and behaviors that enable them to work effectively with diverse student and parent populations, with colleagues and with the larger community which the school serves.</td>
<td>Effective teachers establish, clearly communicate and maintain appropriate expectations for student learning, participation and responsibility.</td>
<td>6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques.</td>
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<td>8. Understands and uses formal and informal assessments.</td>
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<td>8. (Leadership): Candidates maintain a learning environment that promotes learning for all while supporting student responsibility for learning, motivation, and behavior.</td>
<td>APS 5 Creates a positive learning environment.</td>
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<td>APS 5 Using Instructional Strategies to Facilitate Learning. Effective teachers promote student learning through the effective use of appropriate instructional strategies.</td>
<td>4. Understands and uses a variety of instructional strategies. 5. Creates a positive learning environment. 6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques. 7. Plans instruction based upon knowledge of content, students, curriculum, and community. 9. Reflects on teaching.</td>
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<td>APS 6 Providing Content. Effective teachers demonstrate a thorough knowledge and understanding of the content and nuances of the discipline.</td>
<td>1. Understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates meaningful learning experiences. 4. Understands and uses a variety of instructional strategies. 5. Creates a positive learning environment. 6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques. 7. Plans instruction based upon knowledge of content, students, curriculum, and community.</td>
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<td>5. (Leadership: Communication): Candidates model appropriate communication skills and behaviors that enable them to work effectively with diverse student and parent populations, with colleagues and with the larger community which the school serves.</td>
<td>APS 7 Monitoring and Enhancing Learning. Effective teachers maintain a constant awareness of student learning, use student performance to guide instruction, and provide appropriate instructional feedback to students.</td>
<td>2. Understands how children learn and develop. 3. Understands how students differ in their approaches to learning: adapts instruction for diverse learners. 5. Creates a positive learning environment. 6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques. 8. Understands and uses formal and informal assessments.</td>
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<td>2. (Scholarly Performance: Pedagogical Knowledge/Instructional Skills): Candidates develop instructional plans and strategies which reflect best practices in their area of certification, which include the principles and processes of the school-to-work concept, and which are aligned with P-12 academic standards.</td>
<td>APS 8 Maintaining an Environment that Promotes Learning. Effective teachers create and maintain a classroom environment that encourages and supports student learning.</td>
<td>2. Understands how children learn and develop. 3. Understands how students differ in their approaches to learning; adapts instruction for diverse learners. 4. Understands and uses a variety of instructional strategies. 5. Creates a positive learning environment. 6. Fosters active inquiry, collaboration, and group interaction through effective communication techniques. 7. Plans instruction based upon knowledge of content, students, curriculum, and community.</td>
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<td>3. (Scholarly Performance; Professional Knowledge): Candidates can relate knowledge of the principles of life-long human growth and development and their application to learning and teaching theories, and incorporate this knowledge into their instruction and interactions with students.</td>
<td>APS 9 Effective teachers maximize instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.</td>
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<td>1. Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</td>
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<td>6. <strong>(Leadership):</strong> Candidates advocate for students and families, when appropriate, and foster collaborative relationships with the family, school and community to enhance the educational experiences and well being of all learners.</td>
<td>APS 10 Fulfilling Professional Responsibilities. Effective teachers are ethical, responsible, contributing, and ever-learning members of the profession.</td>
<td>7. Plans instruction based upon knowledge of content, students, curriculum, and community. 8. Understands and uses formal and informal assessments. 9. Reflects on teaching. 10. Fosters collaborative relationships within the school community.</td>
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<td>9. <strong>(Scholarly Performance Assessment):</strong> Candidates demonstrate proficiency in the use of formative and summative assessments to diagnose and measure student learning and provide opportunities for students’ self-evaluation.</td>
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<td>12. <strong>(Leadership):</strong> Candidates exhibit the characteristics of professional teachers and emerging leaders as they work with colleagues and parents; they are responsible, honest, and punctual; they possess a personal self-discipline, they consider personal presentation, and they plan ahead.</td>
<td>APS 10 Fulfilling Professional Responsibilities. Effective teachers are ethical, responsible, contributing, and ever-learning members of the profession.</td>
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<td>13. <strong>(Life-Long Learning):</strong> Candidates willingly engage in practice of regular reflection and use this reflection to monitor and adjust their teaching practices, and they model continued professional development.</td>
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**3. Field Experiences and Clinical Practice:** The Unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.

**4. Diversity.**
The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary for students to learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
Teaching Major Component Objectives

All teacher candidates must complete a sequence of courses designed to prepare them with specific subject matter knowledge, concepts, and skills that will be needed to teach that specialty in secondary schools. The purpose of the specialty area requirements is to ensure that all teacher candidates will:

1. Demonstrate indepth knowledge of the subject area content.
2. Have an understanding of the concepts and modes of inquiry which are used by experts in the specialty area.
3. Be knowledgeable about research, research sources, and research techniques utilized in the specialty area.
4. Understand trends in the subject specialty and know and be able to use library and technological resources associated with the specialty area.
5. Develop an awareness of community and local/state resources in the specialty area which are available and useful to the classroom teacher.
6. Be able to envision the scope and sequence of topics in the specialty area as they relate to curriculum standards and development and the planning of sequential experiences for students.
7. Be knowledgeable about both general and specific instructional methodologies and their appropriate application to classroom instruction in the specialty area.
8. Acquire information about sources of supply of materials and technological resources needed and useful for instruction in the specialty area.
9. Be aware of sources of information and assistance in matters related to instruction in the specialty area.
10. Be knowledgeable about and able to demonstrate in the classroom practical, real-life application of ideas, knowledge, and skills appropriate to the specialty area.
11. Be able to interpret and communicate the principles, knowledge, skills, and concepts of the specialty area to and for students.
12. Attain mastery of the specific standards which have been identified for the particular specialty area.
School and Institutional Relationships

Wofford College maintains an annual written agreement between the College and cooperating school districts which provide field experiences for teacher candidates. The written agreement specifies the working relationship between the Unit and the public schools (See Appendix A). Copies of the written agreement are on file in the Education Department and the offices of the district superintendents and school principals.

Included in the agreement are (1) policies and procedures for teacher candidates, college faculty, and participating school district personnel; (2) descriptions of activities, services, and compensation; (3) policies regarding substitute teachers; (4) descriptions of the roles and responsibilities of public school teachers; (5) a listing of the qualifications of cooperating teachers and college supervisors; and (6) a statement of provisions for annual revisions of the written agreement.

An orientation session is scheduled for institutional faculty involved in program supervision, cooperating teachers, and public school administrators as appropriate. The written agreement is reviewed. The communication process between Wofford College and public school personnel includes meetings of the Teacher Education Advisory Council, as well as an orientation session for school district personnel involved in field experiences. Additionally, informal communications occur regularly between the Unit and school district personnel. The Chair of the Education Department is responsible for coordinating the communication process and working with designated school district coordinators.

Criteria for the selection of schools to be used in field experiences are included in the written agreement with the school districts and schools involved. In order to provide quality experiences, Wofford College seeks agreements with schools that can provide positive learning experiences in a professional setting in the elementary, middle, and secondary grades for foreign languages and in the secondary grades (9-12) in specified teaching major areas for all other field experiences.
All field experiences and clinical practice must meet the criteria stated in Section I. B. of the latest version of the Policy Guidelines for South Carolina Teacher Unit Standards and Certification Area Education Units.

College supervisors of field experiences are trained in professional education and are knowledgeable in the teaching majors. They participate in orientation programs with cooperating teachers and have had successful secondary public school teaching experience in the major areas of supervision. The Unit faculty supervises all field experiences.
Purpose and Objectives of Field Experiences Component

The field experiences within the Wofford College Teacher Education Program focus on the integration of theories of teaching and learning with actual experiences of observing how students learn and of assisting them in specific learning activities. Planned experiences allow for a gradual and orderly application of theory and skills acquired in college course work to practical classroom environments. Through specific field experience assignments, candidates are required to participate in actual behavioral situations that require the integration of theory and practice. Thus, the study of effective teaching and effective schools is made more specific through these experiences. The Unit's field experiences component is correlated with the teacher education curriculum so that candidates will be better able to see the connection between theoretical issues and real applications of the knowledge, skills and dispositions being emphasized. All field experiences are provided as a part of required and integrated course content in teacher education.

Field experiences have specific purposes, objectives, prerequisites, and identified evaluation procedures. Moreover, field experiences are sequential and incremental in nature, in both content and skill development. A major part of the field experiences component is to allow a candidate to study, observe, and review teaching methods and to consider how students learn. While this occurs to a considerable extent on the college campus, the opportunity to learn from these observations is enhanced by seeing and analyzing different techniques and methods demonstrated in actual classrooms in elementary, middle, and secondary schools.

In addition to studying and reviewing teaching techniques, the teacher candidate has the opportunity in practical applications to focus on such important areas as:

1. the impact of different economic, social, racial, ethnic, and religious backgrounds on the learner and the learning situation;

2. the importance of understanding and developing skills to adapt to the learner's physical, social, intellectual and emotional development;

3. the development of important skills in communication which will be effective between the teacher and the student;
4. the development of emerging expertise in student diagnosis leading to appropriate prescriptive teaching strategies;

5. the development and implementation of instructional strategies appropriate for the candidate’s certification area;

6. the application of skills related to reading improvement in the content areas;

7. the development of classroom management skills, and

8. the selection and use of a variety of instructional materials and technological resources.
General Policies for Field Experiences

The Chair of the Education Department has the responsibility for supervising the selection process for college supervisors, cooperating schools, and cooperating teachers. The Chair works directly with the chairs of all departments and other faculty in teacher education to select college supervisors for the program and with the appropriate school district administrators, to secure both cooperating schools and cooperating teachers. Communication in this process begins with the district administrator and the Unit Chair. The district administrator works with individual principals to secure appropriate and effective cooperating teachers. The principals then discuss with the prospective cooperating teachers the particular assignments with teacher candidates. The district administrator or the principal informs the Unit Chair of the assignments for field experiences.

Selection of College Supervisors

Selection of Liberal Arts and Unit faculty members as college supervisors is based on the following criteria:

1. The Unit faculty member possesses the required background in professional education and for the teaching major to meet the needs of candidates in the field experience.

2. The Unit faculty member has completed advanced practical study as preparation for supervision of the candidate during the field experience.

3. The Unit faculty member possesses public school experiences relative to the area of supervision.

4. The Liberal Arts faculty member possesses the required content area background.

5. The Unit faculty has participated in state training for ADEPT and has assisted in the development and revision of the ADEPT process at Wofford College.

Selection of Cooperating Schools

Without the cooperation between the local school districts and the Unit, the field experiences program cannot function successfully. To facilitate the effective interaction between
the Unit and the cooperating schools, the following guidelines have been established for school selection:

1. The Unit will select a cooperating school on the basis of the school's resources and the nature of the required field experiences. To participate in the field experiences program, the cooperating school will fulfill the following obligations:

   a. The district will appoint a field experiences coordinator for the district;

   b. The district/school will appoint cooperating teachers who possess the traits of a master teacher and who desire to work with teacher candidates;

   c. The district/school will offer a curriculum that has both variety and academic depth to allow the field experiences student opportunities to utilize a diversity of teaching strategies;

   d. The district/school and Unit will develop a mutual agreement that specifies the responsibilities of both parties in all field experiences;

   e. The district and school personnel involved in field experiences will participate in periodic orientation sessions to review the field experiences program.

Selection of Cooperating Teachers

The district/school will appoint individuals for the role of cooperating teachers who meet the following requirements:

1. possess a valid professional certificate in the area of supervision;

2. possess the skills to evaluate and assess accurately the work of field experiences students (Level 4 cooperating teachers will be trained in the ADEPT process.);

3. possess effective communication skills;

4. possess a high level of interest in professional teaching;

5. possess master teaching skills and dispositions;

6. have a minimum of three years of teaching experience, two of which will be in the subject area for the field experiences;
7. have participated in an orientation session in supervising field experiences;

8. be recommended by the appropriate district administrator for the position of cooperating teacher;

9. have received favorable evaluations by teacher candidates and college supervisors;

10. be willing to serve as a cooperating teacher.

Procedures for School Placement

At the beginning of the semester, the Unit Chair schedules a meeting with the professors of courses requiring field experiences to ascertain the types and numbers of school placements needed. Some courses require that candidates complete an information sheet outlining their level of placement and time flexibility. The Unit Chair and course professors then make school placements based upon geographic locations and the socio-economic and cultural composition of the schools. The Unit Chair or designee works with the assigned coordinator of field experiences for each district to complete field experiences assignments. Candidates are then notified of their placements and provided with information regarding location of school and scheduled times for visits. The Unit Chair or designee coordinates orientation sessions for college supervisors, cooperating teachers, and candidates. Any changes in school assignments must be made jointly by the Unit Chair and the appropriate school district administrator.

Honoraria for Cooperating Schools and Teachers

The College provides a stipend to the field experiences cooperating teachers in Education 430: Senior Seminar and Practicum; and Education 440: Clinical Practice to help compensate for time spent with teacher candidates in the practical classroom setting.
Responsibilities of Participants in Field Experiences

Various responsibilities must be assumed by several individuals who are involved in the field experiences component of the Teacher Education Program. These responsibilities are defined below.

College Supervisor's Responsibilities

The Unit Chair or designee is the coordinator or college supervisor for all field experiences. The college supervisor’s role is to provide an effective and rewarding learning experience for the teacher candidates in actual classroom situations and to provide seminars as appropriate, to complement classroom experiences. The college supervisor's responsibility is one of instruction, supervision, interpretation and evaluation. In this role, the college supervisor guides the efforts of the candidates and serves as a liaison between the Unit and the cooperating schools. Specific responsibilities of the college supervisor are:

1. To oversee the field experiences component of the Teacher Education Program.

2. To designate faculty responsibilities and load in the field experiences component.

3. To coordinate the placement of candidates in the field experiences component.

4. To conduct orientation sessions for field experiences.

5. To receive ADEPT training through the State Department of Education and to facilitate the use of the ten Performance Standards set forth in ADEPT to develop, assist, and evaluate field experiences of candidates.

6. To assure that the responsibilities of the participating principal, the cooperating teacher, and the candidate are understood by all.

7. To assure that all of the required documents, procedures, and approvals that are necessary for the successful completion of the field experience are dealt with in accordance with policies of the Unit.

8. To monitor the progress of the candidates.
9. To participate in reading and reacting to reflective journals when they are called for at the end of the semester.

10. To provide candidates with feedback and evaluations which might be appropriate for each field experience. (These evaluations are to stress both the strengths and weaknesses identified at that point and should offer specific suggestions for improvement. Each will serve as a guide for progress and will indicate any behavioral expectations of the candidate which must be addressed prior to completing the field experience and moving to the next field or clinical practice experience.)

11. To receive from cooperating teachers evaluation forms for each candidate.

12. To submit an evaluation and/or grade as appropriate for each field experience, to be placed in the candidate's cumulative teacher education record.

**Participating Principal's Responsibilities**

Wofford College depends upon the services of many highly qualified professionals whose contributions and participation are indispensable to its Teacher Education Program. The principal or designee of the school participating in the field experiences program identifies exemplary teachers and classroom situations and places teacher candidates accordingly. The participating principal's responsibilities are listed below:

1. To approve specific practicum experiences and to serve as the contact person with the college supervisor.

2. To identify cooperating teachers according to guidelines which are provided and to assist in the orientation of these teachers to their expected responsibilities.

3. To submit the names of cooperating teachers.

4. To provide, either personally or through a designee, an orientation on the school policies for all field experiences.

5. In conjunction with the cooperating teacher and the college supervisor, to direct and assist candidates in completing field experience assignments.

6. To provide input for improvement of placement procedures and of the objectives, activities, and evaluations of the field experiences.
Cooperating Teacher’s Responsibilities

The cooperating teacher is a key individual having the potential to provide the most significant teaching-learning situation included in the Teacher Education Program. His or her valuable contributions to the improvement of the teaching profession are, in part, through the proper guidance and direction of the field experiences. It is appropriate that the period of field experiences leading to the clinical practice experience be provided under the expert guidance of competent, experienced classroom teachers. The cooperating teacher's responsibilities are listed below:

1. To assist the teacher candidate in becoming involved in the daily routine of the teaching learning environment.

2. In conjunction with the college supervisor, to direct and assist the teacher candidate in completing field experience assignments.

3. To provide as many opportunities as possible and appropriate for the teacher candidate to observe varied instructional models.

4. To provide, when appropriate, written lesson plans of his or her own teaching and to aid the teacher candidate in learning the techniques and importance of making and using written plans for each lesson with both long- and short-range goals and objectives clearly identified.

5. To provide constructive criticism and suggestions in regard to observed teaching and professional behaviors of the teacher candidate.

6. To provide constructive criticism and suggestions, when appropriate, in regard to written lesson plans. (Critiques should deal with the appropriateness of objectives, instructional procedures and materials, and evaluative procedures for the assessment of each objective.)

7. To provide, as appropriate for each field experience level, evaluations of the teacher candidate's performance.

8. To provide the college supervisor with the relevant information necessary to evaluate the teacher candidate's present level of competence and future potential as a classroom teacher.
Teacher Candidate's Responsibilities

Each field experience provides the teacher candidate with both the opportunities for teacher training activities and the responsibility involved in a field assignment. The teacher candidate is expected to demonstrate a professional attitude in all contacts with the school and community. The teacher candidate is expected to abide by the S.C. State Department of Education code of ethics of the profession. For example, the candidate must recognize confidential data about students and treat them as such, dress appropriately, report to the field experiences sites punctually, and be dependable in following through with all expectations, remembering at all times that the teacher candidate's status is that of a classroom teacher while at the same time that of a representative of Wofford College. Required field experience candidate behaviors are listed below:

1. To be present for all times he or she is assigned to a school. Obviously, an absence may be necessary as a result of infirmity or other serious personal problems. When this necessity arises, the teacher candidate must notify both the college supervisor and the cooperating teacher as far in advance as possible.
   a. There are no "cuts" for in-school assignments.
   b. Any time missed must be made up. Appropriate arrangements must be made with the cooperating teacher.

2. To sign-in at the office or classroom upon arriving at the school and show appropriate Wofford College student identification when requested to do so.

3. To abide by the Code of Student Conduct of Wofford College and the Standards of Conduct for South Carolina Educators.

4. To be well-groomed and to maintain his or her personal appearance, according to the acceptable standards for faculty members of the school. It is the responsibility of the teacher candidate assigned to work in a school to become familiar with and adhere to standards governing dress and grooming in that school.

5. To refrain from becoming involved with students in his or her school in social activities not sponsored by the school. This includes activities which might come after the completion of the field experience assignment but during the time the teacher candidate remains at Wofford College.
6. To be present and participate in appropriate seminars on campus.

7. To maintain a reflective journal as required and outlined by the Unit.

8. To submit, when requested, the journal for evaluation.

9. To complete satisfactorily all of the activities and/or assignments for each field experience and to submit these assignments as directed.

10. To evaluate the college supervisors, cooperating teachers, and the field experiences, using forms provided for this purpose.
Description of Field Experiences

The fundamental purposes of the field experiences component of the Teacher Education Program are (1) to familiarize teacher candidates with classroom and school routines and develop professional behaviors and attitudes and (2) to provide teacher candidates opportunities to observe and participate in teaching activities in their teaching major or specialization. These experiences also help candidates develop a commitment to professional education as a career. Because the field experiences are sequential and incremental, teacher candidates advance through the planned experiences beginning with Education 340 and continuing through Education 420, and Education 430. Education 440: Clinical Practice is also a field experience (see Clinical Practice Handbook).

A description, specific purposes, objectives, requirements, and evaluation procedures for the individual field experiences are included in this Handbook. Most forms to be used are also included in this document. Procedures and forms may be refined and changed as the need arises.
Structure of the Field Experiences Program

• Secondary Grades 9-12 (Biology, Chemistry, English, Mathematics, and Broad Field Social Studies)
• Grades K-12 (French & Spanish)

The field experiences component of the Teacher Education Program at Wofford College is offered on four levels. Three levels are integrated into required teacher education courses. The fourth level is clinical practice. These experiences are required for each approved teaching major: biology, chemistry, English, French, Spanish, mathematics, and broad field social studies.

Field Experiences and Clinical Practice Schedule

<table>
<thead>
<tr>
<th>Field Experiences Level</th>
<th>Course Designations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Education 340:</td>
</tr>
<tr>
<td>10 hours</td>
<td>The Teaching of Reading</td>
</tr>
<tr>
<td></td>
<td>(Junior Year)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Education 420:</td>
</tr>
<tr>
<td>15 hours</td>
<td>Instructional Methods</td>
</tr>
<tr>
<td></td>
<td>(Senior Year)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Education 430:</td>
</tr>
<tr>
<td>100 hours</td>
<td>Seminar and Field Experience in Instructional Methods</td>
</tr>
<tr>
<td></td>
<td>(Senior Year Interim)</td>
</tr>
<tr>
<td>Level 4</td>
<td>Education 440:</td>
</tr>
<tr>
<td>60 full public school days</td>
<td>Clinical Practice</td>
</tr>
<tr>
<td></td>
<td>(Senior Year)</td>
</tr>
</tbody>
</table>

This plan requires candidates to complete 125 hours of field experiences prior to the sixty (60) days of clinical practice. Candidates majoring in a foreign language must complete a split placement in elementary, middle, and/or secondary schools during Education 430 and Education 440.
### Field Experiences Descriptions

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Level 1:**  
*Education 340*  
 *(10 hours)*  
 | Observe and assist in assigned classroom(s). Conduct three teaching activities in reading/study skills in a content area. Tutor a student. Engage in reflective practice. |
| **Level 2:**  
*Education 420*  
 *(15 hours)*  
 | Observe in assigned classroom(s). Prepare/teach five lessons, using a variety of instructional strategies and technological resources. Become acquainted with school personnel. Grade and examine results of a test. Engage in reflective practice. |
| **Level 3:**  
*Education 430*  
 *(100 hours)*  
 | Observe in assigned classroom(s). Develop a long-range plan. Teach a minimum of seven lessons, using a variety of techniques and technological resources. Examine and use an IEP to teach a lesson. Review various student assessment procedures. Construct, administer, and evaluate a traditional test and an alternative assessment activity. Engage in reflective practice. |
| **Level 4 — Education 440:**  
 *Clinical Practice*  
 *(60 full school days of approximately 8 hours each)*  
 | Engage in twelve weeks of supervised directed teaching with full responsibility for instruction for a minimum of five weeks. Develop short-range plans, a teaching unit, and a professional teaching portfolio that comply with ADEPT performance standards and the Academic Content Standards (see Clinical Practice Handbook). |

**Total Field Experience Hours**
1. Pre-clinical practice — 125 hours.
2. Clinical Practice — 60 full school days — approximately 480 hours.
Field Experience, Level 1

Description

Field Experience, Level 1, is the field-based component of *Education 340: The Teaching of Reading (Content Areas)* which allows the candidate to observe in a content area classroom, teach a minimum of three lessons using reading/study skills in his or her teaching major or specialization, and when appropriate, tutor a student who is deficient in content-area reading skills, for 10 hours. A reflective journal is maintained.

Purpose

The purpose of this field experience is to provide first-hand observation of students and the application of the teaching of reading/study skills essential for successful reading/study in the teacher candidate's major or content area at the junior high or middle school level for 10 hours during the semester. Teacher candidates are to abide by the Standards of Conduct for South Carolina Educators.

Objectives

1. Given instruction in a variety of content area reading/study skills and access to a ninth grade classroom, each candidate will observe, develop and teach three specific reading/study skills lessons to include all necessary elements listed in class. The lessons must be based on content area textbooks/materials of the candidate's teaching major. As appropriate, emphasis will be placed on applied teaching methodology.

2. Given knowledge of the multicultural nature of the school and the wide variety of student levels and needs, the teacher candidate is to observe and maintain a dated reflective journal of student reading/study skill needs in a ninth grade classroom; match teaching performance to the individual learning and developmental needs of students who are considered to be of high, average, or low ability, including students with special needs and diverse backgrounds; and tutor a student who is lacking in essential reading/study skills, when possible.

3. Given the necessary forms, information, and access to a ninth grade classroom, the teacher candidate will administer a reading interest inventory and interpret the results for use in instructional planning.
Prerequisite Skills

Teacher candidates must have successfully completed *Education 200, Education 220, Education 320*, and *Education 330*, be able to observe effectively in a classroom, keep a reflective journal of such activities, and possess knowledge and skills prerequisite to planning, presentation, and analysis of a lesson using the Unit’s format for lesson planning. (The candidate will usually engage in this field experience as a junior either prior to or after completing *Education 320*.)

Evaluation

Teacher candidates will receive credit for this field experience based on the completion of the following activities. A dated journal describing and reflecting upon 10 hours of observation, teaching three specific lessons, and tutoring must be submitted to the college supervisor. The three lesson plans (and analysis, if appropriate), must be submitted, along with other activities, by the specified due date. Evaluation of the experiences will be submitted by the candidate and cooperating teacher using the appropriate evaluation forms for this field experience.

Upon the completion of the field experience, the college supervisor will evaluate the strengths and weaknesses of the candidate in meeting the objectives of the field experience. A copy of all evaluation forms will be placed in the teacher candidate's cumulative file (See Appendix B, Forms for EDU 340: Teaching Reading in the Content Area).
Field Experience, Level 2

Description

Field Experience, Level 2, is the field-based component of Education 420: Instructional Methods. During this field experience, the teacher candidate observes students; becomes acquainted with school personnel; assists the cooperating teacher with teaching/learning activities; prepares and teaches a minimum of five lessons, using a variety of instructional strategies, technology, and applied methodology. A reflective journal is maintained.

Purpose

1. To provide an opportunity through objective observation for a teacher candidate to develop depth in understanding students; to recognize individual differences; to continue to develop an awareness of differing socio-economic, racial, ethnic, language, and religious groups; and to become familiar with appropriate instructional methods, materials, equipment, and procedures appropriate for use in the classroom.

2. To provide an opportunity for the teacher candidate to learn the various roles of personnel in a secondary school (e.g., aide, teacher, counselor).

3. To provide an opportunity for the teacher candidate to observe a secondary teacher using various instructional strategies and pedagogical techniques.

4. To provide an opportunity for the teacher candidate to become aware of the planning, implementation, and assessment cycle necessary for effective classroom management and instruction using the ADEPT model.

5. To provide an opportunity for the teacher candidate to become aware of and familiar with various media, technological resources, and instructional procedures.

6. To provide an opportunity for the teacher candidate to prepare and teach a minimum of five lessons using a variety of instructional strategies and resources, as allowed by the cooperating teacher.

7. To give teacher candidates an introductory experience with applied methodology in School-to-Work classes, the career cluster model, character education and bullying, if possible, for the classroom(s) of the cooperating teacher.

8. Examine and abide by the Standards of Conduct for South Carolina Educators.
Objectives

1. Given observation experiences, the teacher candidates will continue to broaden and deepen their awareness of differing socio-economic, racial, ethnic, language, and religious groups among students.

2. Given information on various roles of personnel in a secondary school, the teacher candidates will identify appropriate sources of assistance for students with special needs.

3. Given access to a secondary classroom, the teacher candidate (through observation) will study the needs of K-12 and secondary school students and identify the intellectual, social, emotional, and physical development needs essential to enhancing learning.

Study of Special Areas of Teaching and Learning

1. Given information by the college supervisor, subject area specialist, and cooperating teacher, the teacher candidates will plan and teach five lessons using the ADEPT plan and a variety of appropriate instructional strategies.

2. Given information on classroom management, the teacher candidate will study classroom management practices, taking notice of those practices that are effective and appropriate.

3. Given various media and technological resources, the teacher candidate will make use of these resources in lesson planning and teaching.

Prerequisite Skills

Teacher candidates must have successfully completed Education 200, 220, 320, 330, and 340 before being admitted to this course.

Evaluation

The teacher candidate will receive a field experience grade based on the college supervisor's and cooperating teacher's evaluations of the prescribed activities. The teacher candidate must submit a folder with a dated, reflective journal of observations and experiences, a minimum of five lesson plans based on the Wofford ADEPT lesson plan format, an evaluation signed by the cooperating teacher by the specified due date, and his/her own evaluation of the field experience. A copy of all evaluation items will be placed in the teacher candidate's cumulative file (See Appendix C: Forms for EDU 420: Instructional Methods).
Field Experience, Level 3

Description

Field Experience, Level 3, is the field-based component of *Education 430: Senior Seminar and Field Experience* offered in the Interim of the senior year. In a minimum of 100 hours in field-based activities in a secondary classroom (or a split elementary, middle and secondary experience for foreign language candidates), the teacher candidate observes students; teaches a minimum of seven specific lessons using a variety of instructional strategies; observes and works with a special needs student or studies an IEP or 504 Plan, and follows the IEP or 504 Plan in planning and teaching a lesson to the student as appropriate; plans for individual, small group, and large group instruction; integrates technology when appropriate and effective; constructs, administers and evaluates a traditional test and an alternative assessment, while engaging in reflective practice. Previous field experiences have emphasized observation and awareness of teaching and learning, and some, though limited, teaching performance. This field experience offers a transitional experience from observation and minimal teaching to more involved planning and teaching in preparation for the capstone clinical experience (Level 4).

Purpose

The major purpose of the field experience is the development of skills in three areas: (1) planning and implementing learning experiences, (2) improving and using various instructional strategies and technology applications, and (3) developing and using various evaluation and assessment techniques.

This field experience is further designed to provide the teacher candidate the opportunity to:

1. complete both long-range and short-range planning in the teaching major.

2. use a variety of classroom instructional strategies and work with various group sizes.

3. participate in practical experiences in the effective management of individuals in large and small groups.
4. provide an opportunity to observe and diagnose learning needs in order to assist the teacher in responding to students’ needs as a facilitator of learning.

5. construct an assessment, examine results, and use results to improve teaching and learning.

6. demonstrate effective communication skills.

7. assume the role of instructional leader in a classroom.

8. design and implement alternative assessments and evaluation strategies, including portfolio assessment.

9. use an IEP and assist a special needs student in learning the specified content and processes as permitted.

10. use applied methodology as established in the School-to-Work model.

11. use appropriate classroom activities in order to engage the students in a variety of meaningful learning experiences.

12. identify students' learning deficiencies and indicate strategies to be used to address the needs.

13. construct a test, grade the test, examine the results and indicate how the results might be used to improve teaching and learning.

14. Examine and abide by the Standards of Conduct for South Carolina Educators.

Objectives

1. Given guidelines for written observations and access to a classroom, the teacher candidate will complete a reflective journal with an overview of daily activities and instructional management techniques. The daily entries will document (a) date, (b) subject, (c) classroom activities, and (d) instructional and management techniques and will be turned in at the end of the practicum.

2. Given assistance by the college supervisor and the cooperating teacher, the teacher candidate will plan and teach a minimum of seven lessons and submit the lesson plans (short-range plans) for evaluation. A variety of instructional strategies should be employed in the lessons taught. These strategies include: question and answer, discussion or debate, lecture, seat work, role-playing, cooperative learning (including the use of Webquests) games, contracts, bulletin boards, and the use of the latest technology.
(The ADEPT plan will be followed. Higher order thinking skills must be incorporated into the lessons.)

3. Given access to a classroom, the teacher candidate will construct, administer, and interpret an alternative assessment, if possible. If not possible, then the teacher candidate will examine an example of a more contemporary assessment of student work during the time of his or her observation.

4. Given access to a classroom, the teacher candidate will support student diversity by planning and implementing strategies that develop positive self-concepts by such means as giving supportive corrections, personalizing instruction, giving positive reinforcements, and recognizing student diversity and effort through various class activities.

5. Given access to a classroom where an inclusion special needs student is assigned, the teacher candidate will study an IEP, follow the IEP, and work with the student as allowed.

6. Given the opportunity, the teacher candidate will use applied methodology for School-to-Work classes.

**Prerequisite Skills**

Candidates participating in this field experience have already been admitted to the Teacher Education Program, and must have satisfactorily completed the objectives in all other required field experiences (except Clinical Practice). Candidates must have taken Education 200, 220, 320, 330, 340, and 420.

**Evaluation**

The teacher candidate will receive a field experience grade based on the completion and quality of the activities. The candidate must also meet the basic requirement of fulfilling 100 hours of activities in a public school classroom. Evaluation of the teacher candidate will be conducted by the college supervisor with input from the cooperating teacher. Completed work which consists of the special assignments, seven lesson plans, a reflective journal of all experiences, and an observation time log signed by the cooperating teacher must be submitted by the specified due date.
After the completion of the field experience, the college supervisor will evaluate the strengths and weaknesses of the teacher candidate in meeting the objectives of the field experience. A copy of the evaluation items will be placed in the teacher candidate's cumulative teacher education file (See Appendix D: Forms for EDU 430: Senior Seminar and Field Experience).
Guidelines for Field Experiences

1. All field experiences are subject to modification by both the college and the school district to ensure that these experiences are allowable, sequential, incremental, and effective in preparing teachers for the classroom. Modifications will be discussed with the Unit Chair.

2. All field experiences must be supervised and documented with a copy of the evaluation placed in the candidate's teacher education program cumulative record.

3. The syllabus for courses with field experiences must refer to the description of the field experiences, the purpose, the objectives, and the prerequisite skills contained in this Handbook. Such descriptions may be modified from time to time to incorporate the latest trends, best practices, and technology.

4. Teacher candidates will have experiences in multicultural settings and with diverse and varying ability levels of students as much as possible.
Suggestions for Observations and General Classroom Assistance by Teacher Candidates

One aspect of the in-school field experience allows for the teacher candidate to gain valuable ideas about teaching through the observation of a positive role model in teaching. It is felt that such observations of teachers/role models will serve to build the teacher candidate's repertoire of instructional skills and behaviors. The following general guidelines apply to these observations:

1. The teacher candidate should be instructed before the lesson, if practically possible, as to the purpose(s) and objective(s) of the lesson.

2. Whenever possible, the teacher candidate should make preparation for the observation by reading material related to the type of lesson to be observed and listing the three or four main points of the lesson which will be viewed.

3. The teacher candidate should observe the lesson from the beginning of a class period or activity and stay until its conclusion.

4. The teacher candidate should observe the lesson in terms of the objectives, the activities, and the assessment procedures used by the teacher.

5. The teacher candidate should observe the students, their activities, and their reactions to the subject matter being taught.

6. The teacher candidate should pay particular attention to the types of activities engaged in by the interested, involved student and by those who seem to have little or no interest or involvement.

7. The teacher candidate should observe what makes the room attractive and pleasant.

8. The teacher candidate should observe the different strategies and methods used by the teacher for students of different abilities, interests, modes of learning, and rates of learning.

9. The teacher candidate should observe strategies being used to make the learning more interesting.

10. The teacher candidate should observe the balance of student and teacher participation in effective classroom discussions and activities.
11. The teacher candidate should observe techniques used in handling an individual student's and a group's problems.

12. The teacher candidate should observe strategies of effective classroom management which are employed by the teacher.

13. After the lesson, whenever possible, the teacher candidate should discuss the lesson with the teacher and record for the ideas which have been gained.

14. The teacher candidate should observe the different methods used by the teacher and students in evaluating the work of the class.

15. The teacher candidate should make appropriate entries in the field experience reflective journal for each observation/participation activity in the school.

For general classroom observations, the focus should be on the following:

1. Class size and composition,
2. Classroom management techniques,
3. Lesson objectives and presentation techniques/procedures,
4. Involvement of students,
5. Feedback to students,
6. Classroom environment—facilities, materials, bulletin boards, etc.,
7. Use of media/technology,
8. Evaluation procedures,
9. Use of time and
10. Ability to communicate effectively with students.

Notes should be made and entered into the teacher candidate's reflective journal by date, class (subject and grade), and cooperating teacher's name. Statements recorded should be factual and reflective but not judgmental.

When general classroom assistance is expected following observations, the tasks listed below might be performed:

1. Check attendance,
2. Prepare teaching materials,
3. Grade papers/record grades,
4. Help with planning,
5. Monitor tests,
6. Assist with the operation of various audio-visual equipment and other media,
7. Supervise a group's work or assist a student or students and
8. Create both traditional and authentic assessments.
The time schedule for carrying out these activities is both individual and situational. The teacher candidate, however, should be given advance notice by the cooperating teacher for activities that require preparation.

Each of the activities should be recorded in the teacher candidate's reflective journal and clearly labeled as to the date and the type of activity performed.
Evaluation of Field Experiences

Evaluation forms which address the requirements for the individual field experiences are provided by the Unit. The Unit will provide orientation sessions for cooperating teachers to review the field experiences component of the Teacher Education Program. The cooperating teacher will evaluate the teacher candidate's performance using forms provided by the Unit. The evaluation process will address strengths and weaknesses of the candidate as demonstrated in the field experience. The teacher candidate will complete an evaluation of the experience and the cooperating teacher at the end of the field experience. Also, the college supervisor will evaluate all elements (student, cooperating teacher, individual field experience) of the field experiences component at the end of each level each semester. All evaluation forms on individual students will be kept in the candidate's cumulative file in the Education Department. The Level 4 clinical practice will require more extensive evaluation procedures. These procedures are outlined in the Clinical Practice Handbook. Final grades for all field experiences will be assigned by the college supervisor.

Several forms to be used in the field experiences component of the Teacher Education Program are included in the Appendix. These forms may be modified as the need arises. Other forms may be developed and used as needed.
Wofford College
ADEPT Lesson Plan Guide

Teacher Candidate __________________________ Date Developed ________________
Subject ___________ Grade __ Class Period _______ Date Presented ________________

Review of Plan (Cite date and initial.)
By Cooperating Teacher ________________ By College Supervisor ________________

Overall Planning Information

1. Is this daily lesson a part of an on-going unit? __________ If so, what day is it for within the
   unit? __________ For how many days is the unit designed? ________ PS 1,2
2. In your planning for this day, have you planned to relate the lesson to past, present
   or future learning? __________________________
   Explain briefly how this is to be accomplished?
   __________________________ __________________________ PS 1,2, 8

Lesson Design

Essential Question(s)

Content-Area Standards Addressed

Objective(s) (Clearly state, using correct student action verb(s), the learning outcomes to be achieved by
the end of the lesson. The focus is on what students do — not what their teacher will do.) PS 2

Introductory Activity (Focus on a stimulating technique, building background knowledge, building on
previous knowledge, finding out what students already know, etc.) PS 2, 4, 8

Communication of the Instructional Plan (Tell students exactly what will be happening during the
lesson.) PS 5

Instructional Strategies (State the sequence of steps of the lesson and specify the strategy that is to be
used to teach the lesson content. Specify what the teacher will do and what the students will be expected
to do during the lesson.) Use additional sheets to complete this section, if necessary. PS 5, 6

Materials/Resources to be Used (List all materials to be used. Cite exact titles of books, videos, etc.) PS 6

Assessment of Student Progress and Achievement (Some type of assessment must be conducted;
provide a description of this assessment. If a test is to be used, attach a copy. Indicate how the
assessment is appropriate for all levels of participants in this lesson.) PS 3
Journal Entry Format
*Education 340, 420, 430*

Location:_________________________  Name:_________________________

Date:_________________________  Time:_________________________

Each entry should include your name, the date, classes/subjects taught/observed, and brief notes about the following:

I. **Description of Classroom Teaching Activities**
   *Classroom observations* about the day with reference to specific class periods. Focus on instructional strategies/verbal dialogue/analysis of teaching style(s) used.

II. **Description of Classroom Management Techniques**
   *Classroom management techniques* used by the cooperating teacher or you as the teacher candidate. Note specific techniques used (e.g., cooperative learning, special class groups, etc.) Include notes about your management techniques and any discipline events. Address how discipline problems, if any, were handled.

III. **Description of Most Significant Class Event/Activity Observed/Experienced**
   *Significant class events/activities* of the day. Describe these by subject and class period and provide a brief analysis of these events (e.g., presentation of student projects and the results, introduction to a new unit and how it went, use of calculators or video, preparation and implementation of lab activities, etc.).

IV. **Reflection or Analysis of the Observation/Lesson**
   *Self-reflection.* As you reflect on the lesson, integrate knowledge gained from your education courses. You may also describe your professional development progress, indicating strengths and areas needing improvement. Express feelings and/or concerns about the teaching-learning process.
Checklist for Teacher Candidates

During the orientation session for the field experience, it is essential that the teacher candidate become acquainted with established school policies and his or her responsibilities regarding these policies. In doing this, it will be helpful for the teacher candidate to make sure that the following questions are answered:

1. Have you been provided a school handbook with information for teachers?
2. What preparation must be made to handle fire drills or other emergency drills? What staircases and exits may be used?
3. What do the different bell signals mean?
4. What is the daily schedule to be followed?
5. What are the regulations concerning visitors to the classroom?
6. What provisions and arrangements should be made when the teacher leaves the classroom?
7. What are the regulations concerning students' leaving the room or the building?
8. How may the services of the nurse, a guidance counselor, a security officer, a custodian, or other support people be secured?
9. What are the teacher's responsibilities before school starts, e.g., bus duty, hall duty, etc.?
10. What are the teacher's responsibilities after school, e.g., bus duty, hall duty, etc.?
11. What are the teacher's responsibilities in the lunchroom?
12. What are the teacher's responsibilities during break times, during recess, or during other free activity times?
13. Where are the rooms for special activities?
14. Who are the people in the school office and media center?
15. What is the procedure for arriving at and departing from school each day, e.g., a sign-in register?
16. Are there specific guides and regulations to be followed in emergency situations?
17. Who has access to the teachers' lounge?
18. What are the policies of the media center?
Wofford College
Teacher Education Program

Field Experiences Training Session
for
Cooperating Teachers and Principals

Agenda

I. Orientation to Teacher Education Program Conceptual Framework

II. Purpose of Field Experiences

III. Placement Procedures and Cooperative Agreement

IV. General Policies for Field Experiences

V. Responsibilities of Participants in Field Experiences
   A. Cooperating Teacher
   B. Cooperating Principal
   C. College Supervisor
   D. Teacher Candidate

VI. Requirements for Various Levels of Field Experiences

VII. Evaluation Procedures and Forms

VIII. Questions, Concerns, Suggestions
Appendices
Wofford College
Teacher Education Program

Spartanburg County School District

Contact Person:

Telephone:

Wofford College and Public Schools
Collaborative Agreement for the Education of Teachers

Year __________

Introduction
Teacher education is an enterprise that requires the cooperation of both college and public school personnel in providing a variety of services necessary to prepare effective public school teachers. Those preparing for a career in education need both on-campus instruction by college faculty and developmental and incremental practicum experiences that are supervised by school personnel during the teacher education process and that support systematic induction into the teaching professions.

Policies
While specific policies regulating clinical experiences are detailed in the Teacher Education Handbook of Wofford College, we agree to the following general policies:

1. The College will work through designated personnel its own Education Department Chairman or faculty member and designee(s) of the district in arranging clinical/field placements for practicum students and student teachers on an annual basis.

2. The College will provide pertinent data needed for placements annually.

3. The College will provide appropriate supervision from professionally trained personnel in teacher education for placements. These institutional supervisors will have completed advanced study as preparation for supervision. They will have had experience in the schools germane to the areas of supervision, and they will have completed the South Carolina State Department of Education training program for implementing the state-required student teacher evaluations using the ten State Standards included in the Assisting, Developing, and Evaluating Professional Teachers (ADEPT) process.

4. The College will establish communication among students, teachers, administrators, and the State Department of Education to facilitate questions relating to certification.

5. The Education Department Chairman or designee will request placements of a reasonable number of practicum students and student teachers and will provide ample lead time for securing of assignments.

6. The College will provide an honorarium for cooperating teachers who serve student teachers in Education 440. Also, cooperating teachers participating in Education 440 field experiences will receive a stipend from the College.
7. The cooperating teachers for student teachers will be expected to assist in the cooperative, consensus-based evaluation of student teachers using the ten State Standards included in the ADEPT process.

8. The school district will agree to designate appropriate individuals responsible for placing college students in clinical experiences in public school classrooms.

9. The school district will agree to identify appropriate clinical experiences schools and cooperating teachers for college–requested assignments. The schools should be accredited by the Southern Association of Colleges and Schools, be located relatively close to the campus, and have certified, experienced administrators and teachers who are interested in collaborating with Wofford College. In the case of student teaching, assignments are to be limited to teachers who are certified in the appropriate area and who have at least three years of successful teaching experience. These teachers must also be trained in the ADEPT process. (Wofford College will provide the ADEPT training and a stipend for each teacher who engages in the training sessions.) Cooperating teachers for clinical experiences or student teaching will have to complete an appropriate College orientation session annually.

10. Students will not be allowed to perform duties for which the cooperating teacher receives extra compensation.

11. The school district will provide appropriate supervision during clinical experiences and will keep College personnel advised of any student’s problems and progress.

12. The school district will provide representatives for various meetings and committees established to enhance collaboration and coordination of placements.

13. Regarding substitute teaching, college students may not be paid employees in an instructional role during student teaching or clinical experiences for which they receive credit. Schools are required by state regulations to hire substitute teachers for classrooms when the cooperating teacher is absent.

14. It is the responsibility of the cooperating teacher to notify the College supervisor and district coordinator of any problems as soon as possible.

15. Any needed revisions in this collaborative agreement should be brought to the attention of the Education Department Chairman as soon as possible, either through a phone call or a letter.

Wofford College and the cooperating school district will make every effort to work harmoniously, efficiently, and cooperatively to provide well-designed experiences for prospective teachers. We agree to work for effective teacher education by our joint efforts to identify, teach, supervise, and evaluate individuals who are deemed qualified by interest and ability to undertake career preparation for the profession of teaching.

_________________________________________  _______________________________________
Education Department Chair                         District Superintendent or Coordinator

Copies of this agreement will be distributed by Wofford College to all institutional faculty involved in supervision, to cooperating teachers, and to appropriate administrators.