



# Field Experience Handbook

Revised June 2019

Office of Clinical Practice

CS 216

## **Welcome to the College of Education**

Field Experiences can be associated with a variety of courses on campus. In this handbook, you will find helpful information so that your experience is valued and successful. Field experiences are a vital part of any education program. Field experiences are central to successful education programs. The process of learning to teach requires opportunities to engage in ongoing authentic experiences.



## WHY AM I DOING A FIELD EXPERIENCE?

Clinical practice or a field experience is central to high-quality teacher preparation. WSU Students are placed with master teachers in the field to understand and apply the practices from courses to teaching.

Education Majors are required to have a **minimum** of 100 hours of field experiences prior to student teaching. The PLSB Governing Council states:

*“A candidate for licensure to teach elementary students in kindergarten through grade 6 must have a variety of field experiences which must include at least 100 school-based hours prior to student teaching that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.”*

*K-12: elementary, middle and high school field experiences between field and student teaching.*

*5-12: middle and high school field experiences between field and student teaching.*

*Elementary and Early Childhood listed below:*

Field Experiences must include:

- Early Childhood (Birth-Grade 6 license): Infant/Toddler, K-2, 3-6
- Elementary (K-6 license): K-2 and 3-6
- Elementary with middle school minor: K-2, 3-6 and middle school
- K-12 license: Elementary, Middle, and Secondary
- 5-12 license: Middle and Secondary

During registration for all EDFD Courses, a field experience is taken simultaneously with the course. These are listed as CPES courses with EDFD Courses. Additionally, students will also have field experiences associated with other courses, especially in Methods Courses. Students will be assigned cooperating teachers in area schools in their licensure area. Students should NOT contact schools personally. This is done with permission of area administrators.

## ATTENDANCE

Punctuality is required of all field experience students. In cases where absence is necessary, it is the field experience student's responsibility to notify the cooperating teacher. If a student misses more than 1 time in the CPS placement, the absence must be made up at the end of the placement period. Chronic absence is a basis for dismissal from the field experience program and lowered or failing grades. This can prevent a teacher candidate from progressing through the sequence of courses.



## LIABILITY INSURANCE COVERAGE

All Winona State University field experience students are required to carry liability insurance. Students must purchase Education Minnesota Aspiring Educators (EMAE) insurance as a form of liability insurance. In addition to the insurance, a student becomes a member of the Minnesota Education Association. EMAE Insurance is renewed every year. EMAE Insurance coverage spans from September 1-August 31. Completion of this requirement is monitored by the Office of Clinical Practice. *Without this insurance, students will not be assigned a placement.*

## WHEN WILL I GET MY PLACEMENT?

The Coordinator of Field Experiences will coordinate with school and community organizations. You will receive your field placement only when your EMAE and Background Checks have been verified. Placements begin within the first few weeks of each semester and is coordinated and approved by your instructor for the course.

## PROFESSIONALISM DURING CLINICAL EXPERIENCES

- **Dress and Conduct**

Dress for Success! The way you dress will create an impression on teachers and students. Avoid wearing jeans, t-shirts, low cut shirts. If you do not have professional attire, this can be easily found at Good Will, Grace Place, Salvation Army, and Restored Blessings in Winona. Follow the Minnesota Code of Ethics for Teachers (see back of handbook for details).

## TRANSPORTATION

It is the responsibility of the field experience student to arrange for transportation to and from the assignment. **Placements can be up to 40 miles from Winona State University.** Travel time is NOT included in the hours counted towards the minimum of 100 hours of field experiences.

## **BEFORE YOUR VISIT**

Make initial contact with your cooperating teacher using email. Teacher emails are found under the staff directory on the school' page.

- Address the cooperating teacher by their preferred professional title.
- Introduce yourself in the body of the email. The introduction should include the class you are taking and the time you have been assigned to the classroom.
- Ask if email is the preferred way to communicate with him or her.
- Establish a time to meet and visit the class.
- Take a test drive to your school location. This will help you gauge the time it takes to travel from campus to your school destination.

Sample Letter:

Dear Cooperating Teacher Name

Write a paragraph that opens with a sentence in which you express your enthusiasm for joining the class for your field experience. Include the course name and number of hours you expect to work in the classroom. Confirm your arrival day and time. Write a couple of sentences about your major/minor and related interests.

Write a couple of sentences about your goals for this class. Confirm the preferred method of communication for the cooperating teacher. (text, email, phone) End with a positive statement about joining the class.

## **DURING THE FIELD PLACEMENT EXPERIENCE**

- Become familiar with rules and regulations of the school, and policies and procedures of the classroom teacher.
- Develop understanding regarding the organization, administration, and philosophy of the school assigned.
- Give evidence of a willingness to assist the cooperating teacher(s) with clerical and supplemental instructional tasks.
- Welcome feedback from the cooperating teacher(s) and work to implement suggestions for improvement.
- Avoid situations which are outside the responsibility of a field experience student.
- Model appropriate speaking and writing skills
- Put away cell phones and computers during your field experience time
- Pay particular attention to these specifics:

Learn names of students.

- Be well-groomed and practice good habits of person hygiene.
- Show interest, initiative, and enthusiasm and demonstrate resourcefulness.
- Be friendly, cooperative and considerate of teachers, students, and total staff.
- Use equipment and materials responsibly and carefully.
- Inform the cooperating teacher concerning goal development during field experience.

## FIELD EXPERIENCE TRANSCRIPT

Within the final weeks in your course, you will receive a link in order to fill out the electronic field transcript. This is the tool used to track the required minimum of 100 hours. It is important to fill this out at the time of the course.

Documenting *your* Field Experiences

Available on the Field Experience Website  
<http://www.winona.edu/teachered/fieldexperience.asp>

**Field Experience**  
An important part of teacher preparation is field experience. As an education student, you will be placed in a variety of community and school settings throughout your education at WSU. Experiences include opportunities to observe, tutor, co-teach and work side by side with experienced teachers. The Office of Clinical Practice works with faculty to provide meaningful field experiences for our students.  
A [Field Experience Manual](#) (PDF) is available to help students understand the requirements, expectations and policies regarding field experience, as well as outline the assignments students will be expected to complete.

- Arranging Your Field Experience ▶
- Requirements Before Entering the Classroom for a Field Experience ▶
- Documenting Your Field Experience ▶

Click Here for your **REPORT**

# Documenting *your* Field Experiences

**Requirements Before Entering the Classroom for a Field Experience** ▶

**Documenting Your Field Experience** ▼

The Minnesota Board of Teaching (BOT) requires Education students to complete and document a minimum of 100 hours before they are eligible to apply for licensure.

The [Field Experience Transcript Report](#) is the accumulated record of your field experience records of these experiences. This link will display your Field Experience Transcript Report.

- It is preferred that you be on campus when you run this report. If you are off campus you will need to login via [VPN](#) to connect to the Winona network.

[Field Experience Transcript Report](#)  
 Experience records of these experiences  
 Experience Transcript Report.

# Documenting *your* Field Experience Hours

▶ The information you add to the links will create *your* Field Experience report.

Winona State University Field Experience Transcript															
Student Name: <b>Ashley A. Anderson</b>						Tech ID: <b>12345678</b>									
Major(s): <b>CALT - Communication Arts &amp; Literature 5-12</b>						Minor(s): <b>CSTM - Communication Studies Teaching Minor</b>									
Term	Course	Course Name	Grade Lvl	MN Teaching Standards										Location	Hours
				1	2	3	4	5	6	7	8	9	10		
Spring 2015	EFRT 401	Human Development and Learning: K-12 & S...	High School	X	X	X	X	X	X	X	X	X		Winona - Senior High (High School)	10
	EFRT 461	Multicultural Youth, Children, & Families...	High School	X	X	X	X	X	X	X	X	X		Winona - Senior High (High School)	10
	SPED 300	Children and Youth with Exceptionalities	Elementary - Lower	X	X	X	X	X	X	X	X	X		Other	22
Fall 2015	EDFD 421	Classroom Management: K-12 and 5-12	High School	X	X	X	X	X	X	X	X	X		Winona - Senior High (High School)	10
	EDFD 441	Curriculum, Instruction, and Assessment...	High School	X	X	X	X	X	X	X	X	X		Winona - Senior High (High School)	20
Spring 2016	EDUC 429	Secondary Reading and Teaching Strategies...	Middle School	X	X	X	X	X	X	X	X	X	Winona - Middle School (Middle School)	10	
Fall 2016	ENG 402	Teaching Middle School and Secondary Eng...													
	EDFD 449	Middle Level Philosophy, Organization an...													
Additional		* Volunteered for After-School Tutoring Program at Winona Middle School during 2016													
		** Chaperoned Field Trip to State Capital Building St. Paul, MN - Fall 2015													
<b>Total Hours:</b>														<b>82</b>	

**ADDITIONAL SCREENSHOT FROM SHERRY WILL GO HERE – FOR ADDITIONAL NOTES/ VALUE ADDED HOURS OR EXPERIENCES**

## **DISPOSITIONS ASSESSMENT**

The dispositions evaluation is completed for the following courses: SPED 300, EDFD 400/401, EDFD 440/441 and Student Teaching. It is submitted by the classroom teacher and the course instructor. This appraisal is combined with the faculty's evaluation of the classroom work. In addition, random checks with cooperating teachers are made for all field experience courses. A copy of the Dispositions criteria is in the appendix of this handbook. The Dispositions Form can be found at this link: <https://www.winona.edu/teachered/supervisors.asp>

## **IF PROBLEMS ARISE**

If a concern develops with the cooperating teacher you are assigned, try to solve the problem by addressing the issue professionally and directly with the cooperating teacher. If this does not resolve the situation, you should contact the faculty member teaching the course. The Faculty Member will contact the appropriate university personnel.

## **WRAPPING UP YOUR FIELD EXPERIENCE**

Conclude your experience by writing an email or sending a card to the cooperating teacher thanking them for providing you this experience. Remember, each time you are in the field, you are “interviewing” indirectly for a job!



## **ROLE OF COURSE INSTRUCTOR**

- Provide course information and expectations to the student.
- Provide a written document to the cooperating teacher, outlining the student goals for the course.
- Check progress of student during the course, through discussions and feedback and by reviewing the Dispositions data
- Monitor the field hours, by reviewing the *Field Transcript* at the end of each semester.

## **SUGGESTIONS FOR PARTICIPATION:**

Put yourself in many situations so that you can be fully prepared to teach your own classroom. Ask your cooperating teacher if you can participate in the following ways:

- Take Ownership of your experience.
- Work on your teaching goals.
- Be open to constructive feedback, as this will provide you with opportunities for growth.

### **Co Teaching Strategies You May Wish to Use**

#### **One Teach, One Observe**

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.



#### **One Teach, One Assist**

One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

#### **Station Teaching**

The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.

#### **Parallel Teaching**

Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

#### **Supplemental Teaching**

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.



#### **Alternative (Differentiated) Teaching**

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.

## **Team Teaching**

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader.



*The main focus of Co Teaching is to find ways to keep both teachers actively engaged with students and their learning.*

## **WSU Checklist for Field Experiences**

### **When you receive your placement:**

- Contact your supervising teacher via e-mail to introduce yourself and schedule a time to visit the classroom
- Include your name and phone number for a return call if the cooperating teacher needs to contact you
- Inquire about policies and procedures you should observe when visiting, especially with regard to checking in and out of school
- Keep all appointments and arrive at school promptly each time you visit
- Notify the cooperating teacher immediately if you need to change a visit

### **First visit to the school/classroom:**

- Introduce yourself to the office staff and principal (if available)
- Give the cooperating teacher information about the requirements from the Professor of the course.
- Discuss the schedule and ask how you can be involved in the classroom.
- Explain what your requirements are for this placement (How many hours, How many lessons you must teach, You should explain that you want to be active)
- Ask about classroom policies and express appreciation to the cooperating teacher for agreeing to work with you.

### **Throughout the placement:**

- Share your expectations and class requirements with the cooperating teacher and seek input as to your progress.
- Direct any concerns about your field experience to your course instructor or field coordinator in a confidential setting.
- Remain objective in your evaluation of the experience, reserving negative criticism
- Maintain a professional demeanor at all times and adhere to school guidelines ESPECIALLY regarding dress
- Express your appreciation in an email or card to the cooperating teacher at the end of the placement as he/she has volunteered time and talent to provide you a good experience.

### **Completion of your placement:**

- Complete the online field transcript link for each class with a field experience. Include the hours, placement location, grade, and other pertinent information.

## **You are responsible for following the Code of Ethics for Minnesota Teachers.**

### 8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board.

Subp. 2. Standards of professional conduct. The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Subp. 3. Statutory enforcement of code: complaints, investigation, and hearing.

A. The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with Minnesota Statutes, section 214.10:

"Minnesota Statutes, section 214.10, complaints; investigation and hearing.

Subd. 1. Receipt of complaint. The executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication,

whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state the complaint in writing on a form prepared by the attorney general. Complaints which relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive secretary. An officer of that agency shall advise the executive secretary of the disposition of that complaint. A complaint received by another agency which relates to a statute or rule which a licensing board is empowered to enforce shall be forwarded to the executive secretary of the board to be processed in accordance with this section.

Subd. 2. Investigation and hearing. The designee of the attorney general providing legal services to a board shall evaluate the communications forwarded by the board or its members or staff. If the communication alleges a violation of statute or rule which the board is to enforce, the designee is empowered to investigate the facts alleged in the communication. In the process of evaluation and investigation, the designee shall consult with or seek the assistance of the executive secretary or, if the board determines, a member of the board who has been designated by the board to assist the designee. The designee may also consult with or seek the assistance of any other qualified persons who are not members of the board who the designee believes will materially aid in the process of evaluation or investigation. The executive secretary or the consulted board member may attempt to correct improper activities and redress grievances through education, conference, conciliation, and persuasion, and in these attempts may be assisted by the designee of the attorney general. If the attempts at correction or redress do not produce satisfactory results in the opinion of the executive secretary or the consulted board member, or if after investigation the designee providing legal services to the board, the executive secretary or the consulted board member believes that the communication and the investigation suggest illegal or unauthorized activities warranting board action, the designee shall inform the executive secretary of the board who shall schedule a disciplinary hearing in accordance with Minnesota Statutes, chapter 14. Before the holding of a disciplinary hearing may be directed, the designee or executive secretary shall have considered the recommendations of the consulted board member. Before scheduling a disciplinary hearing, the executive secretary must have received a verified written complaint from the complaining party. A board member who was consulted during the course of an investigation may participate at the hearing but may not vote on any matter pertaining to the case. The executive secretary of the board shall promptly inform the complaining party of the final disposition of the complaint. Nothing in this section shall preclude the board from scheduling, on its own motion, a disciplinary hearing based upon the findings or report of the board's executive secretary, a board member or the designee of the attorney general assigned to the board. Nothing in this section shall preclude a member of the board or its executive secretary from initiating a complaint.

Subd. 3. Discovery; subpoenas. In all matters pending before it relating to its lawful regulation activities, a board may issue subpoenas and compel the attendance of witnesses and the production of all necessary papers, books, records, documents, and other evidentiary material.

Any person failing or refusing to appear or testify regarding any matter about which the person may be lawfully questioned or produce any papers, books, records, documents, or other evidentiary materials in the matter to be heard, after having been required by order to the board or by a subpoena of the board to do so may, upon application to the district court in any district, be ordered to comply therewith. The chair of the board acting on behalf of the board may issue subpoenas and any board member may administer oaths to witnesses, or take their affirmation. Depositions may be taken within or without the state in the manner provided by law for the taking of depositions in civil actions. A subpoena or other process or paper may be served upon any person named therein, anywhere within the state by any officer authorized to serve subpoenas or other process or paper in civil actions, with the same fees and mileage and in the same manner as prescribed by law for service of process issued out of the district court of this state. Fees and mileage and other costs shall be paid as the board directs."

Subp. 4. Complaints handled by board. When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Professional Educator Licensing and Standards Board shall request the complaining party to submit the complaint in writing within ten days.

Upon the receipt of a complaint in writing alleging violations of the code of ethics, the teacher named in the complaint shall be notified in writing within ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

§Subp. 5. Enforcement procedures. The Professional Educator Licensing and Standards Board may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

A. The board may enter into agreements with teachers accused of violating the code of ethics which would suspend or terminate proceedings against the teacher on conditions agreeable to both parties.

B. A letter of censure from the board may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the board. Such letters shall be kept on file for a period of time not to exceed one calendar year.

C. A teacher who has been found to have violated the code of ethics may be placed on probationary licensure status for a period of time to be determined by the board. The board may impose conditions on the teacher during the probationary period which are to be directed toward improving the teacher's performance in the area of the violation. During this period, the teacher's performance or conduct will be subject to review by the board or its designee. Such review will be directed toward monitoring the teacher's activities or performance with regard to whatever conditions may be placed on the teacher during the probationary period. Before the end of the probationary period the board shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as are consistent with this rule.

§D. The license to teach of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the board.

E. The license to teach of the person determined to be in violation of the standards of the code of ethics may be revoked by the board.

Statutory Authority: MS s 125.185History: 17 SR 1279; L 1998 c 397 art 11 s 3; 39 SR 822; L 2017 1Sp5 art 12 s 22

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Teacher Candidate's Commitment to Professional Dispositions

Teacher Candidate Name: \_\_\_\_\_ Warrior ID: \_\_\_\_\_

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities. They affect student learning, motivation, and development, as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (CAEP, NCATE). The dispositions listed are expected of teacher candidates at Winona State University and should be demonstrated in the university classroom and during field experiences, practicum, and student teaching experiences.

Commitment to Improving the World through Education:

Area 1: Commitment to Students and Positive Learning Environments

- Belonging and Support: Conveys a sense of belonging and support to all regardless of background.
• Fair Interactions: Demonstrates a sense of fairness in interaction with all students.
• Ensuring Equity: Ensures equitable access and opportunity for all students to learn and grow.
• High Expectations: Conveys high expectations for all students during interaction.
• Consistent Behaviors: Demonstrates behaviors that are consistent with the idea that all students can learn, grow and contribute.
• Advocacy: Envisions and advocates for opportunities for students to make their own choices in paths for learning and growth.

Area 2: Commitment to Professionalism and Continued Growth

- Dependability: Is reliably present, dependable, and prepared.
• Reflective Questions: Poses reflective questions related to multiple perspectives and viewpoints.
• Learning Principles: Questions student performance in light of principles of growth and learning.
• Response to instruction: Utilizes insights from student responses as a resource for refinement of professional practices or dispositions.
• Response to Feedback: Utilizes feedback from colleagues, supervisors, and other professionals to make adjustments to professional practices or dispositions.
• Self-Directed Learning: Takes initiative in seeking resources and developing plans for continued growth related to professional knowledge, instruction, and dispositions.

Area 3: Commitment to Colleagues, Families, and the Community

- Oral Communication: Utilizes appropriate oral communication skills in the professional setting, (e.g., tone, grammar, usage, word choice, and oral presentation skills).
• Written Communication: Utilizes appropriate written communication skills in the professional setting, (e.g., grammar, usage, punctuation, capitalization, spelling, and using formal language).
• Professional Appearance: Demonstrates a professional appearance which projects an image consistent with parent and community expectations for professionals, (e.g., clothing, hygiene, and physical appearance).
• Collegiality: Interacts with colleagues and staff in a respectful, purposeful way, and in a manner balanced between listening and contributing.
• Family and Community Relationships: Interacts with families and the broader community in a respectful, purposeful, and professional manner.
• Confidentiality: Maintains student confidentiality in spoken, written, social media and other online forms of communication, (e.g., regarding medical and personal information, duplication of materials without permission, and test scores).
• Ethical Behavior: Does not condone, support, or participate in acts that are unethical or illegal.

I have read the dispositions and indicators listed. I agree dispositions are important to my development as an effective, professional educator. I am committed to my own growth and excellence in acquiring and demonstrating these dispositions. I understand my progress in Teacher Education depends upon my successful demonstration of these dispositions.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# WSU College of Education – Criminal Background Check Policy

## INITIAL CBC – ACCEPTANCE

1. An initial CBC is conducted for all declared pre-education majors upon acceptance to WSU/prior to the first clinical experience.
2. The initial CBC costs \$19.75 (cost is subject to change) and is conducted by Castle Branch. Teacher candidates obtain the background check online by completing the authorization and entering credit card information.

The initial CBC includes the following searches:

- Current County of Residence
- Residency History
- National Record Indicator with Sex Offender Index

## COMPREHENSIVE CBC – ADMITTANCE TO COLLEGE OF EDUCATION

1. A comprehensive CBC is conducted for all teacher candidates admitted to Teacher Education. The comprehensive CBC costs \$45.75 (cost is subject to change) and is conducted by Castle Branch. Teacher candidates obtain the background check online by completing the authorization and entering credit card information.

The comprehensive CBC includes the following searches:

- Unlimited County Criminal Records - previous 7 years - Maiden & Alias Names Included
- Residency History
- Social Security Alert
- National Record Indicator with Sex Offender Index - Maiden & Alias Names Included
- Nationwide Healthcare Fraud & Abuse Search (FACIS Level 3: OIG, GSA, etc.)

## REFRESHER CBC – PRIOR TO STUDENT TEACHING

1. A refresher CBC is conducted for all teacher candidates prior to student teaching.
2. The refresher CBC costs \$26.00 (cost is subject to change) and is conducted by Castle Branch. Teacher candidates obtain the background check online by completing the authorization and entering credit card information.

The refresher CBC includes the following searches:

- Current County of Residence
- Residency History
- National Record Indicator with Sex Offender Index
- Nationwide Healthcare Fraud & Abuse Search (FACIS Level 3: OIG, GSA, etc.)

## DISCREPANCIES – FOLLOW-UP WITH TEACHER CANDIDATES

1. The results of the background check are made available electronically to the teacher candidate and the Office of Clinical Practice. The Office of Clinical Practice will review any discrepancies to determine if follow-up is necessary on a case-by-case basis.
2. Discrepancies on the CBC may lead to difficulty in securing clinical placements for teacher candidates which could result in a candidate being ineligible to complete the requirements of the Teacher Education Program. Even if the teacher candidate is able to complete the program, he/she may not be eligible to receive a teaching license.
3. The MN BOT currently reviews (by committee) each request for licensure on a case-by-case basis, but a conviction of child abuse (physical or sexual), domestic abuse involving a child or possession of child pornography would almost certainly preclude a candidate from receiving a license. The Teacher Ethics Specialist with the MN BOT encourages teacher candidates to contact the BOT directly with questions about their criminal record (651-634-2736).
4. The following offenses automatically result in the Director of Clinical Practice initiating a meeting/communication with the teacher candidate:
  - Any sex crime incident/arrest/conviction
  - Incidents/arrests/convictions as a result of violence
  - Incidents/arrests/convictions as a result of harm to children
5. The purpose of the meeting with the teacher candidate is to learn more about the incident/arrest/conviction, and to make the teacher candidate aware of the difficulties in securing clinical placements and obtaining a teaching license with his/her criminal record. The teacher candidate needs to sign a disclosure indicating his/her understanding of these difficulties and allowing the results of the CBC to be shared with school district administration.
6. Other considerations for meeting/communication with the teacher candidate:

- The level of offense (felony, gross misdemeanor, misdemeanor)
- The length of time since the incident occurred
- A history of criminal conduct/repeated offenses

This policy could change as the legislature/BOT make changes to teacher licensing policy.

### **COMMUNICATIONS/DATA PROTECTION**

1. The CBC information is archived online by Castle Branch. A CBC report will be printed only if a meeting with the teacher candidate is required. Printed copies of CBC reports will be kept in a locked file cabinet in the office of the Director of Clinical Practice. The CBCs are not stored in teacher candidate files.
2. Castle Branch sets up user IDs for those who need access to the report (members of the Office of Clinical Practice). They are archived online and are accessible only to those with IDs and passwords. The Office of Clinical Practice maintains confidentiality of all data connected with the CBC.
3. The teacher candidate also receives a copy of his/her own CBC.
4. Teacher candidates are notified of this policy in the following documents:
  - College of Education Admission letter
  - Student handbook
  - Advising handbook
  - College of Education website
  - Student Teaching handbook
  - Field Experience handbook

IF a clinical student is employed by a District AND has a background check that has been completed through that District, a placement in that District would NOT require an additional background check. This information must be communicated with the Clinical Experience Coordinator.

***A background check must be secured before a classroom placement is made.***

**Confidentiality Agreement: Signed at Induction Day and kept on file during duration of your education at WSU**



**WSU COLLEGE OF EDUCATION  
PROFESSIONAL CONFIDENTIALITY AGREEMENT**

During your clinical work/practicum experience at WSU, you may have access to information, which is confidential and may not be disclosed, except as permitted or required by law, by the school district, and/or by WSU policies and procedures.

Confidential information includes, but is not limited to:

1. Medical and certain other personal information about the children with whom you work.
2. Student records and staff decisions made relative to specific students and their families.
- 3.

As a clinical/practicum student, you also agree that you will **not**:

1. Use or duplicate any material without express written permission from a District representative in which you work or the author of the material. This includes photographs, audio recordings, or student work samples.
2. Teach or present this material other than for internal use.
3. Use **any** form of social media to post any images or comments pertaining to the school, program, children, parents or other staff members.

By signing this Confidentiality Agreement, you acknowledge that:

1. You are obligated to hold the aforementioned information in the strictest confidence and not to disclose the information to any person or in any manner that is inconsistent with applicable policies and procedures of Winona State University or the school district with which you are placed.
2. Your confidentiality obligation shall continue indefinitely, including at all times after your association with College of Education Clinical/Practicums.
3. Disclosure of confidential information about a person may result in legal actions being taken against you, by or on behalf of that person or school district.
4. You have read and understood this Confidentiality Agreement.

If you have any questions concerning the confidentiality or disclosure of information, you should contact the WSU College of Education.