Field Experiences
Policy and Procedure
Handbook

Office of Clinical Practice
GLD 104
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.
A. What is 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.

All field experience assignments reflect the content and grade levels of that licensure.

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 embedded into one of the two paired courses. EDFD Students will be assigned cooperating teachers in area schools in the scope of their licensure area. Students should NOT contact schools personally. This is done with permission of area administrators.

B. 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, 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.
C. Criminal Background Checks

The Winona State University College of Education requires criminal background checks (CBC) for all pre-education and education majors.

a. A comprehensive background check is done upon admittance to Teacher Education

b. A refresher CBC is done during the semester prior to student teaching. The purpose of this policy is to ensure that our teacher candidates adhere to the standards of professional conduct as found in the Code of Ethics for Minnesota Teachers. The CBC protects the public and ensures B-12 student safety. It also assures our school partners that WSU Education Majors have undergone a national CBC and have been cleared.

WSU works with Castle Branch to ensure the background check procedure is in alignment with the scope of our clinical experience responsibilities. Students are required to submit payment to Castle Branch directly.

D. Liability Insurance Coverage

All Winona State University field experience students are required to carry liability insurance. Students must purchase Education Minnesota Student Program (EMSP) insurance as a form of liability insurance. In addition to the insurance, a student becomes a member of the Minnesota Education Association. EMSP Insurance is renewed every year.

E. Class Expectations

The field experience and coursework are integrated. If students fail to maintain satisfactory progress during the semester, they are subject to dismissal from both coursework and field experience. Professors of the EDFD Courses will provide a list of expectations that are a part of the coursework required for successful completion of the course. Field experience students are not licensed teachers. Legally, they may not function as substitute teachers. It is agreed that presenting lessons before small groups or an entire class is good experience for a field experience student.

F. Dress and Conduct

Field experience students will maintain professional standards of dress and conduct. The field experience should discuss appropriate dress and grooming with the cooperating teacher during the initial conference. Cell phone use in the field setting is not allowed. If, in the judgment of school administrators, classroom teacher and/or the director of the program, these standards are not met, the student is subject to dismissal.

G. Transportation

It is the responsibility of the field experience student to arrange for transportation to and from the assignment. Availability of transportation is considered when assignments are made although no guarantees are made or implied. Field experience students should allow themselves time to return
to classes on campus. Travel time is NOT included in the hours counted towards the minimum of 100 hours of field experiences.

H. Dispositions Evaluation

The dispositions evaluation is completed for the following courses. SPED 300, EDFD 440/441 and Student Teaching. They are submitted by the classroom teacher as the primary means by which the faculty member determines the final grade. This appraisal is combined with the evaluation of the classroom work and then credit is given.

I. Guidelines for Roles

Following are the key roles included in the Field Experience Program:

Field Experience Student
Cooperating Teacher
Course Instructor
Coordinator of Clinical Practice

A. Role of Field Experience Student

• 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.

• 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.
AT THE CONCLUSION OF THE FIELD EXPERIENCE, FILL OUT THE FIELD EXPERIENCE LOG, WHICH DOCUMENTS YOUR HOURS OF FIELD EXPERIENCE PRIOR TO STUDENT TEACHING.

B. Role of Classroom Teacher

• Recognize that the classroom students’ welfare is your primary concern.

• Introduce the field experience student to your class and seek to give the person status in the eyes of the students.

• Involve the field experience student in a variety of classroom activities.

• Acquaint the field experience student with the school building and school personnel.

• Understand that the field experience student differs from the teacher candidate in background and preparation and this should be given responsibilities appropriate to background and readiness.

• Help the field experience student become familiar with students and inform the field experience student of critical information pertinent to understanding individual needs.

• Assign the field experience student responsibilities and duties during the assigned time.

• Arrange time to confer with the field experience student on a regular basis.

• Allow the field experience student sufficient time to observe modeling of teaching strategies and discuss the results of those observations.

• Discuss with the field experience student procedures for fire drills, transitions, etc.

• Evaluate the field experience student’s experience and provide on-going feedback. IF a problem exists, contact the Office of Clinical Practice for support and problem solving.

• Following are some cautions to be considered in the selection of experiences for the field experience student:

   The field experience student should not be left alone to plan or manage the activities of classroom or playground.

   The field experience student should not be given sophisticated instructional tasks that require more training than she/he has at this time.

   The field experience student should be informed of building and room policy and procedures related to discipline of students.

   The field experience student may be delegated responsibility for the activities in the classroom as identified by the classroom teacher.
C. Role of Course Instructor in the field experience

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

Monitor the field hours, by reviewing the Field Transcript at the end of each semester.

D. Role of Coordinator of Clinical Practice in the field experience

• Serve as a liaison person between Winona State University and the schools cooperating in the Field Experience Program.

• Select, with the assistance of administrators and/or department head, professionally committed classroom teachers who are willing to participate in the Field Experience Program.

• Provide for orientation of field experience students and classroom teachers to the field experience program.

• Provide the teacher with information concerning the field experience.

• Deal directly and effectively with all matters that might negatively affect the student, the classroom teacher or the field experience student.
J. Scope and Sequence of EDFD Field Experiences:

<table>
<thead>
<tr>
<th>EDFD Course</th>
<th>EDFD Course Expectations ** Field experience times are embedded in this course during registration.</th>
<th>Placement Times:</th>
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| 400/460     | 400: Human Development and Learning**  
460: Multicultural Youth, Children, & Families, Part 1  
- Research reports  
- Funds of Knowledge  
- Developmental learning theory  
- Journal tables | 3-5 M-F one shift per week; students sign up for this placement during registration for EDFD 400. |
| 401/461     | 401: Human Development and Learning**  
461: Multicultural Youth, Children, & Families, Part 1  
- Research reports  
- Funds of Knowledge  
- Developmental learning theory  
- Journal tables | Students are placed at the secondary level. The field placement times are determined during registration for EDFD 401. |
| 420/440     | 420: Classroom Management**  
440: Curriculum, Instruction, Assessment  
- Curriculum mapping  
- Assessment strategies  
- Data driven decision making  
- Reflective practitioner | Students are placed in area elementary schools. Students must sign up for a placement time when registering for EDFD 400. |
| 421/441     | 421: Classroom Management**  
441: Curriculum, Instruction, Assessment  
- Curriculum mapping  
- Assessment strategies  
- Data driven decision making  
Reflective practitioner | Students will be placed in area secondary schools. Students must sign up for a placement time when registering for EDFD 401. |
| 449         | 449: Middle School Philosophy** | Students will be placed in area middle schools. Students must sign up for a placement time when registering for EDFD 401. |
| 429         | | Students are placed in secondary classrooms in partnership with the faculty member. |
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 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.