



College of Education, Arts and Humanities



## **Field Experience Handbook**

**for Initial Teacher Certification  
Programs**

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## Introduction

Field experiences are characterized by communication, collaboration, and accountability in an environment in which candidates implement practices associated with professional learning. The Pennsylvania Department of Education (PDE) requires all candidates to meet intensive, field-based performance competencies in four stages of field experiences. The four stages of field experiences at PennWest include a variety of school-based opportunities that begin early in the program of study (Stage 1), are ongoing throughout the program (Stages 2 & 3) and culminate with student teaching (Stage 4).

## Progressive Components of Field Experiences

Field experiences move through stages that increase in intensity and components which allow teacher candidates to progress from observing to teaching students and culminating with student teaching. (see APPENDIX A: Clinical Experience Expectations)

- Stage 1: Observation and Reflection
- Stage 2: Exploration
- Stage 3: Pre-student teaching
- Stage 4: Student teaching

## Goals

The field experience courses and the field-associated courses in the Education Department at PennWest provide teacher candidates the opportunity to meet PDE requirements, program requirements, and college-wide standards and outcomes established for field experiences in teacher education. These standards and outcomes are aligned with the clinical preparation standards delineated by the Council for the Accreditation of Teacher Preparation (CAEP). In field experience courses, candidates apply the knowledge, skills, and professional dispositions gained in program coursework while they are in an actual school setting.

## Field Model Descriptions

### Early Childhood & Elementary Education Undergraduate Program

The PreK-4 program's field model integrates three distinct types of clinical experiences to prepare teacher candidates effectively. These experiences are strategically designed to immerse candidates in diverse educational settings, providing them with hands-on learning opportunities that bridge theory and practice, and gradually moving them from observation and exploration to taking on full teaching and classroom responsibilities.

1. **Embedded Field Work in Methods Courses:** Throughout the program, candidates engage in embedded field work as part of their methods courses. This component ensures that candidates apply theoretical concepts in real classroom settings, gaining practical skills and insights. Candidates are required to complete a specified number of hours and competencies in these embedded field experiences, which are spread across multiple courses.
2. **Blocked Methods Courses with Field Placements:** In addition to embedded field work, candidates participate in blocked methods courses with focused field placements. These placements are intensive, lasting four weeks each, and are scheduled in two separate semesters.
  - **PreK Field Placement:** Candidates complete a four-week placement in a PreK setting, Monday through Friday, for a full school day. This experience allows candidates to observe, plan, and implement lessons under the guidance of experienced educators, gaining a deep understanding of early childhood education practices.
  - **K-4 Field Placement:** Candidates also complete a four-week placement in a K-4 setting, Monday through Friday, for a full school day. This placement extends candidates' experiences to include the broader elementary school context, preparing them to teach across multiple grade levels.
3. **Student Teaching Placement:** The program's culminating experience is a semester-long student teaching experience. Candidates are placed in classrooms full-time, Monday through Friday, under the mentorship of a cooperating teacher. The placements allow candidates to gradually assume full teaching responsibilities, demonstrating their readiness to enter the profession.

See Appendix B: Field Course Sequence at a Glance for specific courses that includes a field component.

See Appendix C: Field Course Overview, Undergraduate Early Childhood & Elementary Education for field course overview.

## Early Childhood & Elementary Education Graduate Program

The Master of Arts in Teaching (MAT) serves as the degree to earn initial certification at the graduate level. The field model mirrors the undergraduate version as students will take part in three distinct types of clinical experiences to prepare teacher candidates effectively. These experiences are strategically designed to immerse candidates in diverse educational settings, providing them with hands-on learning opportunities that bridge theory and practice.

1. Embedded Field Work in Specific Courses: Throughout the program, candidates engage in embedded field work as part of the following courses:
  - ED 5920 – PDE Field Stage 1, Foundations of Teaching & Learning Birth to Grade 12
  - ELEM 5840 – PDE Field Stage 2, Elementary ELA Instruction and Assessment
  - ELEM 5850 – PDE Field Stage 2, Teaching and Assessment of Mathematics

This component ensures that candidates apply theoretical concepts in real classroom settings, gaining practical skills and insights. Candidates are required to complete a specified number of hours in these embedded field experiences.

2. K-4 Field Placement: Candidates also complete a PDE field stage 3 placement in ELEM 5880 in a K-4 setting, for a minimum of 48 hours. This placement extends candidates' experiences to include the broader elementary school context, preparing them to teach across multiple grade levels.
3. Student Teaching Placements: The program's culminating experience is a semester-long student teaching experience. Candidates are placed in classrooms full-time, Monday through Friday, under the mentorship of a cooperating teacher. The placements allow candidates to gradually assume full teaching responsibilities, demonstrating their readiness to enter the profession.

See Appendix B: Field Course Sequence at a Glance for specific courses that includes a field component.

See Appendix G: Field Course Overview, Master of Arts in Teaching (MAT) for field course overview.

## **Middle & Secondary Undergraduate Programs**

The Middle & Secondary programs' field model integrates three distinct types of clinical experiences to prepare teacher candidates effectively. These experiences are strategically designed to immerse candidates in diverse educational settings, providing them with hands-on learning opportunities that bridge theory and practice.

1. **Embedded Field Work in Specific Courses:** Throughout the program, candidates engage in embedded field work as part of the designated courses. This component ensures that candidates apply theoretical concepts in real classroom settings, gaining practical skills and insights. Candidates are required to complete a specified number of hours in these embedded field experiences.
2. **Blocked Methods and Assessment Courses with Field Placements:** In addition to embedded field work, candidates participate in blocked methods and assessment courses with focused field placements. This placement is intensive, lasting four weeks, and is scheduled following nine weeks of on-campus instruction.
  - **Middle or Secondary Placement:** Candidates complete a four-week placement in a middle or secondary setting. This placement allows candidates to experience the classroom setting and take part in pedagogical practices to prepare them for their student teaching placement.
3. **Student Teaching Placements:** The program's culminating experience is a semester-long student teaching experience. Candidates are placed in classrooms full-time, Monday through Friday, under the mentorship of a cooperating teacher. The placements allow candidates to gradually assume full teaching responsibilities, demonstrating their readiness to enter the profession.

See Appendix B: Field Course Sequence at a Glance for specific courses that includes a field component.

See Appendix D: Field Course Overview, Undergraduate Middle & Secondary Education Programs for field course overview.

## Middle & Secondary Graduate Programs

The Master of Arts in Teaching (MAT) serves as the degree to earn initial certification at the graduate level. The field model mirrors the undergraduate version as students will take part in three distinct types of clinical experiences to prepare teacher candidates effectively. These experiences are strategically designed to immerse candidates in diverse educational settings, providing them with hands-on learning opportunities that bridge theory and practice.

1. **Embedded Field Work in Specific Courses:** Throughout the program, candidates engage in embedded field work in the designated courses. This component ensures that candidates apply theoretical concepts in real classroom settings, gaining practical skills and insights. Candidates are required to complete a specified number of hours in these embedded field experiences.
2. **Blocked Methods and Assessment Courses with Field Placements:** In addition to embedded field work, candidates participate in blocked methods and assessment courses with focused field placements. This placement is intensive, lasting four weeks, and is scheduled following nine weeks of course instruction.
  - **Middle or Secondary Placement:** Candidates complete a four-week placement in a middle or secondary setting. This placement allows candidates to experience the classroom setting and take part in pedagogical practices to prepare them for their student teaching placement.
3. **Student Teaching Placements:** The program's culminating experience is a semester-long student teaching experience. Candidates are placed in classrooms full-time, Monday through Friday, under the mentorship of a cooperating teacher. The placements allow candidates to gradually assume full teaching responsibilities, demonstrating their readiness to enter the profession.

See Appendix B: Field Course Sequence at a Glance for specific courses that includes a field component.

See Appendix G: Field Course Overview, Master of Arts in Teaching (MAT) for field course overview.



## Special Education Undergraduate Program

The Special Education program works to gradually move candidates from being spectators in the classroom setting to fully working with groups of students with exceptionalities. Candidate expectations and involvement advance as their skills in the field progress. The field experiences begin for candidates when they are in their initial / freshman year at the University. Their growth continues as they enter their junior level courses and concludes with a yearlong senior year experience. The types of clinical experiences are as follows:

1. **Observation of Model Classrooms:** Candidates are placed in three different special education settings during their freshman year where they can observe characteristics of children with specific disabilities, witness exceptional instructional and assessment models, view evidence-based practices when working with behaviors, and experience the interactions between education personnel. Candidates will observe different classes at different educational levels. While this experience can be a stand-alone experience, it can also serve as a connection between materials learned in traditional classes and the real-world classroom environment.
2. **Assessment and Instruction with Individual Students:** During their junior level (assessment) course, candidates are placed into special education classrooms where they begin practicing their skills in the areas of instruction and assessment with individual students in targeted classrooms. Candidates will begin to practice skills with their mentor teachers and university instructor.
3. **Small Group Instruction, Assessment, and Skill Development:** In the semester prior to student teaching, candidates spend several days each week working with small groups of students in high and low incidence classrooms. In these classes, candidates refine their skills for planning, implementing, and evaluating lessons when working with groups of students. They demonstrate skill development in student evaluation and information presentation. Finally, they model emerging skills in the areas of transition and home-school communication.
4. **Student Teaching Experience:** In this semester long experience for K-12 Special Education majors or in this half semester long experience for dual majors, candidates model professional skill in targeted areas including but not limited to planning and preparation, learning environment, instructional delivery, and professionalism for the large group classroom setting. Candidates refine their skills with anticipated future placement in classrooms throughout the region, Commonwealth, national, and international settings.

See Appendix B: Field Course Sequence at a Glance for specific courses that includes a field component.

See Appendix E: Field Course Overview, Undergraduate Special Education Programs for field course overview.

## Special Education Graduate Program

The Master of Special Education with certification serves as the degree to earn either initial Special Education certification or an added Special Education certification at the graduate level. The four stages of field mirror the undergraduate Special Education program. The types of clinical experiences are as follows:

- 1. Observation of Model Classrooms:** Candidates engage in embedded field work where they can observe characteristics of children with specific disabilities, witness exceptional instructional and assessment models, view evidence-based practices when working with behaviors, and experience the interactions between education personnel. Candidates can observe in their present Special Education setting if appropriate. SPED 6450 Advanced Evidence-Based Practices in PK-12 Special Education Settings is the course where the embedded field work will occur.
- 2. Assessment and Instruction with Individual Students:** Candidates begin practicing their skills in the areas of instruction and assessment with individual students in targeted classrooms. Candidates will practice skills with the help of their mentor teachers, university instructor, special education supervisor or building principal.
- 3. Special Education Placement-Small Group Instruction. Assessment, and Skill Development:** Candidates at this level are continuing to practice their skills in instruction, assessment, and behavior management. While previous experiences were limited to individual students or dyads, candidates in this field experience expands their involvement to groups of students who will require instruction and assessment in a targeted area. Because of the field placement location, the skills being taught may expand beyond the traditional academically based materials. Candidates at this level also begin the process for conducting self-reflection on instructional, assessment, and classroom / behavior management skill development.
- 4. Student Teaching Experience:** In this semester long experience for initial certification candidates or in this half semester long experience for students pursuing Special Education K-12 certification as an add-on, candidates model professional skill in targeted areas including but not limited to planning and preparation, learning environment, instructional delivery, and professionalism for the large group classroom setting. Candidates refine their skills with anticipated future placement in classrooms throughout the region, Commonwealth, national, and international settings.

See Appendix B: Field Course Sequence at a Glance for specific courses that includes a field component.

See Appendix F: Field Course Overview, Master of Education (MEd) Special Education, Teacher Certification for field course overview.

## Teacher Candidate Role & Responsibilities

The Teacher Candidate is the university student in a teacher education program, i.e. student who meets all requirements to enroll and complete the Field Experience Course or participate in the field activity.

The Teacher Candidate must realize that the University and the schools/agencies/programs exert sincere efforts to provide opportunities to gain practical experience under the guidance of a master teacher. As the principle beneficiary of the efforts of all persons involved in the conduct of the clinical experiences, the Teacher Candidate is responsible for maintaining an open and flexible attitude in order to promote a positive learning experience.

A successful field experience is a collaborative effort between the triad: university instructor, the mentor teacher, and the field experience student. Candidates must realize their responsibilities as learners studying the teaching-learning process. Candidates will follow the same policies and expectations for regular teachers throughout the classroom interactions.

The Teacher Candidate must recognize that the Mentor Teacher has total responsibility for the instructional program and for procedures followed in the classroom. The Teacher Candidate is expected to demonstrate courteous behavior that conforms to the expectations of the school administration and all members of the teaching and support staff.

## Teacher Candidate Requirements

To be a field experience student, the individual must:

- Meet all prerequisite course requirements and course competencies as outlined in the individual course syllabus.
- Have all current required clearances uploaded into Anthology.
- Upload a New ACT 24 Arrest & Conviction form to Anthology each semester in which candidate is enrolled in a field experience course.
- Present the required clearances to the principal or district administrator upon arrival at the assigned field placement.

## Teacher Candidate Responsibilities

- Meet course requirements for field attendance.
- Give responsibilities of field activities a priority, even though there may be other demands on their time. Teacher Candidates must not schedule any classes that directly conflict with assigned times within the field placement.
- Understand that they are guests in the mentor's classroom and the district's schools.
- Be punctual in arriving at school, at scheduled classes, and at meetings in accordance with school regulations.
- Be aware of the school's safety policies and emergency procedures.
- Be aware of the school's dress code for staff and students.

- Notify the mentor teacher, as well as the university instructor, as soon as possible when absence cannot be avoided.
- Conduct himself/herself in a professional manner at all times, including dress, speech and personal habits.
- Become acquainted with and abide by school policies.
- Keep information received about students or school personnel confidential.
- Progress from a passive observer role to an active role in the field experience classroom.
- Be prepared when responsibilities are assumed.
- Be responsible for their own transportation to and from the field placement.

**Other Requirements:**

- Field experience students may NOT seek out their own placements.
- Understand that all placements arranged by the Office of Clinical Experiences are final.
- Must contact the mentor teacher within seven days of receiving the placement or in the time frame designated by the university supervisor if different from seven days.
- Arrange for transportation to and from the field placement.
- When scheduling other classes, plan enough time to complete field hours; do not forget to add in time to travel to and from the field placement.
- Log attendance according to University and University Supervisor procedures.

# Mentor Teacher Role & Responsibilities

## Role of the Mentor Teacher

Thank you for agreeing to mentor a Teacher Candidate. As the research indicates, you are the number one influence on the kind of teacher your Teacher Candidate will become. This is an excellent opportunity to contribute to the profession and impact the countless young students our graduates will teach in the future.

The role of the Mentor Teacher is to guide the teacher candidate throughout the experience. The person most influential on the performance of a teacher candidate is the mentor teacher. Professionals who accept this responsibility are active participants in the development of new teaching members who are highly qualified and ready to meet the demands of today’s classrooms.

As such, the Mentor Teacher is encouraged to be aware of the developmental level of the teacher candidate and assist him or her in meeting the requirements of the specific field experience (e.g., observing or teaching specific content areas and standards, lesson planning, gathering data). The Mentor Teacher is also encouraged to model and openly discuss any and all aspects of effective teaching. Further, the Mentor Teacher gives the teacher candidate ongoing feedback regarding lesson planning, lesson implementation, learning environment, and professionalism as appropriate as he or she assumes classroom duties and responsibilities and completes the field experience. This feedback is informal in nature but may also include required, specific assessments for the course.

It is important to note that the Mentor Teacher remains in the classroom with the Teacher Candidate at all times. If the Mentor teacher is absent, the Teacher Candidate may remain in the classroom provided that a certified teacher is in the classroom as well.

Should problems arise, usually, they should be discussed initially between the Mentor Teacher and the Teacher Candidate before involving the University Supervisor. Should the problem persist, the Mentor Teacher should contact the University Supervisor.

## Recommended Responsibilities for Mentor Teacher

Field Stage Level	General Role of the Mentor Teacher
Stage 1: Observation	<ul style="list-style-type: none"><li>• Provide consistent supervision to the teacher candidate.</li><li>• Introduce the teacher candidate to the classroom environment.</li><li>• Orient the teacher candidate regarding classroom rules, routines, procedures, organization and other pertinent information.</li><li>• Provide opportunities for the teacher candidate to observe classroom instruction.</li><li>• Assist the teacher candidate in identifying appropriate content areas to observe in order to meet the requirements of the specific course in which the candidate is enrolled.</li></ul>

	<ul style="list-style-type: none"> <li>• Model effective teaching strategies and management techniques.</li> <li>• Discuss practices related to planning and preparation, management techniques, instructional strategies, and assessment.</li> <li>• Provide feedback on professionalism.</li> <li>• Complete any required assessments regarding the performance of the teacher candidate.</li> <li>• Contact the university instructor with any questions or concerns about the progress or performance of the teacher candidate.</li> </ul>
Stage 2: Exploration	<ul style="list-style-type: none"> <li>• Provide consistent supervision to the teacher candidate.</li> <li>• Introduce the teacher candidate to the classroom environment.</li> <li>• Orient the teacher candidate regarding classroom rules, routines, procedures, organization and other pertinent information.</li> <li>• Provide opportunities for the teacher candidate to observe classroom instruction.</li> <li>• Assist the teacher candidate in identifying appropriate content areas to observe and explore in order to meet the requirements of the specific course in which the candidate is enrolled.</li> <li>• Help teacher candidate explore a variety of teaching strategies.</li> <li>• Model effective teaching strategies and management techniques.</li> <li>• Assist teacher candidate in developing lesson plans, instructional materials, or other projects as part of their coursework.</li> <li>• Provide feedback on professionalism.</li> <li>• Complete any required assessments regarding the performance of the teacher candidate.</li> <li>• Contact the university instructor in the event of any questions or concerns regarding the progress or performance of the teacher candidate.</li> </ul>
Stage 3: Pre-Student Teaching	<ul style="list-style-type: none"> <li>• Provide consistent supervision to the teacher candidate.</li> <li>• Introduce the teacher candidate to the school and classroom environment.</li> <li>• Orient the teacher candidate regarding classroom rules, routines, procedures, organization and other pertinent information.</li> <li>• Inform the teacher candidate of important school and district policies.</li> <li>• Assist the teacher candidate in identifying appropriate content areas to teach in order to meet the requirements of the specific course in which the candidate is enrolled.</li> <li>• Allow the teacher candidate to become acquainted with different instructional materials.</li> <li>• Provide opportunities for teacher candidate to teach individual, small groups, or whole group of students.</li> <li>• Model effective teaching strategies and management techniques.</li> <li>• Formally observe the teacher candidate delivering instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide guidance and timely feedback on lesson delivery, management techniques, and professionalism.</li> <li>• Engage in ongoing communication regarding the teacher candidate's performance and progress.</li> <li>• Complete any required assessments regarding the performance of the teacher candidate.</li> <li>• Contact the university supervisor with any questions or concerns about the progress or performance of the teacher candidate.</li> </ul>
Stage 4: Student Teaching	<ul style="list-style-type: none"> <li>• Provide consistent supervision to the teacher candidate.</li> <li>• Complete mentor teacher training provided by the university.</li> <li>• Introduce the teacher candidate to the school and classroom environment.</li> <li>• Orient the teacher candidate regarding classroom rules, routines, procedures, organization and other pertinent information and allow teacher candidate to develop and implement management techniques as appropriate.</li> <li>• Inform the teacher candidate of important school and district policies.</li> <li>• Assist the teacher candidate in identifying appropriate content areas to teach in order to meet the requirements of the specific course in which the candidate is enrolled.</li> <li>• Allow the teacher candidate to become acquainted with different instructional materials.</li> <li>• Provide opportunities for teacher candidate to teach individual, small groups, or whole group of students and gradually take responsibilities for the full classroom.</li> <li>• Model effective teaching strategies and management techniques.</li> <li>• Formally observe teacher candidate delivering instruction.</li> <li>• Provide guidance and timely feedback on lesson delivery, management techniques, and professionalism.</li> <li>• Engage in ongoing communication regarding the teacher candidate's performance and progress.</li> <li>• Complete any required assessments regarding the performance of the teacher candidate.</li> <li>• Contact the university instructor with any questions or concerns about the progress or performance of the teacher candidate.</li> </ul>

## **University Instructor/Supervisor Role & Responsibilities**

### **Role of the University Instructor/Supervisor**

The university instructor/supervisor is a member of the faculty who is assigned to teach the specific course in which the teacher candidate is enrolled. As such, the instructor/supervisor presents the content and pedagogy and assists the teacher candidate in applying their knowledge, skills, and professional dispositions in the field placement classroom.

The university instructor/supervisor is also responsible for conducting the appropriate assessments and assigning the teacher candidate's grade.

### **University Instructor/Supervisor Responsibilities**

- Provide leadership to initiate and maintain professional relationships between the school, university, and teacher candidate.
- Communicate specific field placement requirements to the teacher candidate.
- Communicate with the mentor teacher about specific course requirements expected in the field placement classroom.
- Communicate with the mentor teacher to gather feedback regarding progress and performance of the teacher candidate.
- Visit the field placement classroom if appropriate for the specific field course.
- Ensure students are ready to begin and prepared to meet the field placement requirements and expectations.
- Conduct assessments of the teacher candidate and assign the official grade.



## Office of Clinical Experiences Role & Responsibilities

### Office of Clinical Experiences Role

The Office of Clinical Experiences is responsible for upholding the policies approved by the College of Education, Arts and Humanities and for making field placements for all teacher candidates.

### Office of Clinical Experiences Responsibilities

- Work collaboratively with school-based personnel to place teacher candidates in high-quality learning environments.
- Work collaboratively with programs to ensure a quality match with program expectations and field placements.
- Coordinate and communicate all aspects of field placements with teacher candidates, school mentors and personnel, and university instructors. This includes, but is not limited to:
  - Survey teacher candidates to determine nearest campus, education-related workplace considerations, previous field placement details, special considerations, etc.
  - Contact local school administrators to request placements and confirm availability of mentor teachers.
  - Provide placement details to teacher candidates, school administrators, mentor teachers, and course instructors.
  - Provide placement details to Anthology administrator to ensure all placements are entered into Anthology Portfolio.
- Review teacher candidates' clearance documents and maintain records to ensure all teacher candidates have current clearances prior to beginning any field placement.
- Review, approve, and process Admission to Teacher Education applications.
- Review, approve, and process Student Teaching Applications.
- Serve as the point of contact for Pennsylvania Department of Education, PDE.
- Serve as point of contact and distribution of Placeholder, Act 86 and Act 91 eligibility letters.
- Serve as certification officers and complete the university's recommendation for all certification applications in the Teacher Information Management System, TIMS, and out of state verification.
- Provide trainings and communications to all education students.

## Professional Dress

The Teacher Candidate is a representative of the University and must always dress in a professional manner. Teacher Candidates should be well groomed, have proper hygiene, and clothing must be neat and clean.

Research indicates how we dress plays a significant role in shaping first impressions. Dressing professionally for field placements can foster respect and credibility while also enhancing how positively you are perceived.

Although the Candidate will want to observe the mode of dress of the professionals with whom he or she works, he or she will not necessarily want to adopt a similar style of dress during the field experience. The candidate should remember that he or she is attempting to build an image. That “image” can often make a significant difference in the Candidate’s success in managing his/her classroom. Review the school district dress code policy with the assigned mentor teacher and follow protocol.

## Recommended Attire

- **Appropriate for Men:** Dress Shirt with pants, tie, sweater with pants, dress shoes; well groomed.
- **Appropriate for Women:** Dress; suit; pants suit; blouse or sweater with skirt or pants, dress shoes; well groomed.
- **Inappropriate:** Facial and tongue piercings; jeans; low riding/hip hugging pants; baggy clothing; pajama bottoms; tank tops; crop tops; spaghetti strap/halter tops; see through clothing; shorts; short skirts, leggings, yoga pants, flip flops.

\*If you wish to participate in special days that require dress outside of what constitutes typical professional attire (e.g., Jeans Day), please check with your university instructor and follow the district policy for those special days.

## Campus Career Closets

Students who need to make a great first impression at a job interview, internship opportunity, field or student teaching placement can go wardrobe shopping for appropriate clothing for their career field at the campus Career Closets on the California and Clarion campuses.

California: Free business or business-casual clothing. Limit of up to 5 items during the first visit.

Clarion: Gently used professional attire is free. Limit of 3 items per student per visit.

Students must make an appointment through Handshake.

- Login to Handshake
- Click on “Career Center”
- Click on “Appointments”
- Choose the category “Campus Career Clothing Closet”
- Choose your campus to view available dates and times

## Professional Dispositions

During field experience courses, candidates have the opportunity to develop and refine their knowledge, skills, and professional disposition in authentic classroom settings. Field experience students are invited guests in that school/classroom and are expected to present themselves in a highly professional manner. The way in which candidates behave is a reflection of themselves and the University. Included below is a list of elements that demonstrate a professional disposition.

**Attendance** – Candidates must meet course requirements for field attendance.

**Punctuality** – Candidates are to arrive at their field placement at least 10 minutes before the arrival time determined by their mentor teacher. Upon arrival at the field site, candidates should report to the office, sign in, and obtain a visitor’s badge before reporting to their classroom. When leaving the school, the candidate is expected to sign out and return the visitor’s badge.

**Confidentiality** – Confidentiality is of utmost importance. Field experience students must keep any information they are privy to confidential with regard to students in their classroom and/or school, including, but not limited to: grades, health issues, IEP information, behavior issues, etc. Discussion regarding any aspect of the field placement should be limited to the mentor teacher and/or the University Supervisor. Sharing information about students outside the field placement classroom is not only unprofessional and unethical but could also be a violation of federal law. In cases where there is doubt concerning the confidentiality of an issue, candidates should defer to the judgment of the University Instructor.

**Personal Use of Electronic Devices** – Personal use of technology for non-school related purposes is prohibited.

**School and District Policies** – Candidates are to be knowledgeable of and adhere to all school and district policies.

**PA Code of Conduct**—It is the responsibility of the teacher candidate to know, understand and adhere to “Pennsylvania’s Code of Professional Practice and Conduct for Educators” located at <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

**Professional Behavior** - Proper professional behavior must be maintained by the student including appropriate behavior, observance of confidentiality, and professional attire and grooming. Unprofessional behavior is considered sufficient cause for removal from the experience and shall be addressed by the University Instructor and the Office of Clinical Experiences. If there is ever cause for concern, please contact the University Instructor or the Office of Clinical Experiences immediately.

**Educator Disposition Assessment (EDA)** - A strong correlation exists between the dispositions of educators and the quality of their students’ learning. Educators who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the Education Disposition Assessment (EDA).

Dispositions identified in the EDA apply to the university setting, courses, early practicum experiences, and final internships.

As a means of establishing and monitoring candidate attributes and dispositions beyond academic ability throughout their program, professional dispositions will be assessed via the EDA throughout the teacher education program and will have a bearing on decisions made regarding eligibility to complete the teacher education program in a successful manner.

Faculty, mentor teachers, and university supervisors may submit an EDA for a teacher candidate via Anthology any time a dispositional concern or a commendation presents itself.

## Anthology

The Department of Education at PennWest uses Anthology Portfolio to gather data about our teacher preparation program through formal and informal evaluations throughout the teacher candidate's placement. This data is used for state reporting and national accreditation, as well as to provide feedback to the university for continuous program improvement.

All assessments required by the Department of Education for the placement will be available in Anthology for electronic submission. Once a placement has been entered into Anthology, the student, mentor teacher, and course instructor will receive an email from Anthology Portfolio.

Mentor teachers will not need to create an account or login. Instead, mentor teachers will follow the links in the emails to submit assessments and observations. Mentor teachers may need to contact their IT department for assistance if Anthology Portfolio emails are blocked as junk/spam by their school district's email server.

## Journal-TimeLog

- Students will log their field placement hours in the Journal-TimeLog section of the field placement by entering the date and number of hours completed for each classroom visit. *Students should select their mentor teacher as the assessor for their timelog entries.*
- Mentor teachers will receive an email from Anthology Portfolio when their field student submits a timelog entry. Mentor teachers should click on the link in the email to access the notifications page for the placement and sign-off on the journal entry to verify the hours the student spent in the field classroom.

## Assessments and Surveys

Students, Mentor Teachers, and Course Instructors may have assessments and surveys to complete for each field placement. The notifications page will list each item to be completed.

- Click on the assessment and select "Assess" to begin each assessment.
  - Click on each box in the rubric to complete.
  - Hover over each box to see a description of the level.
  - Change the view of the rubric by clicking on "show or hide detailed view" in the upper left corner.
  - Once a box in the rubric is clicked, it will turn green to indicate the criterium has been assessed.
  - Add comments where appropriate.
  - Add attachments if needed by clicking on the paperclip icon.
  - Scroll to the top and click "Save" to submit the assessment.
- Click on the survey/form to be completed and select "Take" to begin each survey.

## **Communication**

Each placement in Anthology Portfolio will list the name of the student, mentor teacher, and course instructor(s). Click on each participant's name to display contact information including the email address for each participant to communicate with the student, mentor teacher, and course instructor.

## **Clearances**

All education students must submit their clearance documents to Anthology Portfolio before a field placement will be approved. The list of required clearances and submission instructions can be found in the *Anthology Portfolio Resources* D2L shell.

If there are any questions, please contact PennWest's Anthology Administrator, Mike Chase, at [mchase@pennwest.edu](mailto:mchase@pennwest.edu)

## **Mentor Teacher Evaluation of Teacher Candidate during Clinical Experience**

All formal evaluations of teacher candidates are completed in Anthology Portfolio. Anthology is a web-based repository used to collect and document the progress of our teacher candidates. Clinical experiences include various evaluations, depending on the level and purpose of the experience. Details for each experience are provided by the Field Service Coordinators, university supervisors, and course instructors.

Stage 1: For level 1 observation hours, mentor teachers may be asked to complete an Educator Disposition Assessment (EDA) and verify the teacher candidate's attendance log.

Stage 2: For level 2 field experiences, mentor teachers may be asked to complete an Educator Disposition Assessment (EDA), verify teacher candidate's attendance log, and complete an observation assessment of the teacher candidate's ability to work with small groups or individual students.

Stage 3: For level 3 field experiences, mentor teachers may be asked to complete an Educator Disposition Assessment (EDA), verify teacher candidate's attendance log, and complete a lesson observation assessment of the teacher candidate's ability to work with and teach students. Because stage 3 is pre-student teaching, mentor teachers may also be asked to complete a summative assessment of the teacher candidate's teaching skills overall.

Stage 4: For level 4 student teaching experiences, mentor teachers will be provided with information and direction from the Clinical Experiences Office and university supervisors regarding the assessment requirements. Details of student teaching evaluations are included in the *PennWest University – Clinical Experience Manual - Student Teaching*.

## Course Instructor/ Supervisor Evaluation of Teacher Candidate during Clinical Experience

Clinical Experiences are embedded within several education courses in the teacher candidate's program. Course instructors and faculty supervisors of these experiences complete evaluations aligned to each level of clinical experience and submit evaluations to Anthology Portfolio.

Stages 1 and 2: For levels 1 and 2 clinical experiences, the course instructor may require assignments based on the teacher candidates' experiences while observing or working with small groups of students. Supervisors will also complete an Educator Disposition Assessment (EDA).

Stage 3: For level 3 experiences, a faculty supervisor will complete assessments based on formal lesson observations of the teacher candidate's teaching ability. Supervisors will also complete an Educator Disposition Assessment (EDA).

Stage 4: For level 4 student teaching experiences, a faculty supervisor will complete multiple assessments based on formal lesson observations of the teacher candidate's teaching ability and overall performance during the student teaching experience. Details of student teaching evaluations are included in the *PennWest University – Clinical Experience Manual - Student Teaching*.



## APPENDIX A: Clinical Experience Expectations

Stage	Teacher Candidate Experiences
Stage One: Observation	Teacher candidates observe in a variety of educational settings to learn as much as possible about students and education philosophy.
Stage Two: Exploration	This is an experience in which the teacher candidate works under the teacher's supervision during individual tutorials or with a small group of students. Activities can include tutoring, helping with assignments, presenting activities to small groups of students and monitoring classroom routines and procedures.
Stage Three: Pre-Student Teaching	Teacher candidates will work with and deliver instruction to small groups and/or the whole class under the supervision of a certified teacher. Teacher candidates work with materials that they have created and prepared for classroom instruction.
Stage Four: Student Teaching	Teacher candidates will plan daily lessons and teach individual, small groups, and whole group of students, gradually taking responsibility for the full classroom. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a mentor teacher with appropriate professional educator certification (3 years certified teaching experience and 1 year experience in the placement school).

## APPENDIX B: Field Course Sequence at a Glance

Program	Courses			
	PDE Field Stage 1 Observation	PDE Field Stage 2 Exploration	PDE Field Stage 3 Pre-Student Teaching	PDE Field Stage 4 Student Teaching
<b>Early Childhood &amp; Elementary Education, Undergraduate</b>	ECEE 1210	ECEE 2320  ECEE 2400 ECEE 2410 ECEE 2420 ECEE 2430 ECEE 2440	ECEE 3610  ECEE 3700 ECEE 3710 ECEE 3720 ECEE 3730 ECEE 3740	ED 4240 ED 4250
<b>Middle &amp; Secondary Education, Undergraduate</b>	ED 1100  ARED 3160 (Art only)	ED 3100 ED 3300  ARED 3150 (Art only) ARED 4250 (Art only)	ED 4100  ARED 4750 (Art only)	ED 4240 ED 4250
<b>Special Education, Undergraduate</b>	SPED 2050	SPED 3090	SPED 4010 SPED 4040 SPED 4050 SPED 4060 SPED 4070	SPED 4240 SPED 4250
<b>Special Education, Graduate</b>	SPED 6450	SPED 7250	SPED 7450	SPED 6950
<b>Master of Arts in Teaching (MAT), Graduate</b>	ED 5920	ELEM 5840 (PreK-4) ELEM 5850 (PreK-4) ED 5963 (Mid/Sec)	ELEM 5880 (PreK-4) ED 5965 (Mid/Sec)	ED 5970

## APPENDIX C: Field Course Overview, Undergraduate Early Childhood & Elementary Education Programs

Course(s)	PDE Field Stage	Placement Considerations	Duration
<b>EECE 1210</b> Developmentally Appropriate practices in PreK	Stage 1	Public or Private PreK STARS level 3 or 4 preferred. NAEYC accreditation preferred.	Several visitations in PreK settings (5 hours over 3 visits)
<b>EECE 2320</b> Early Childhood and Elementary Education Learning Environments	Stage 2	Head Start/PreK or K-4	Several visitations in Head Start/PreK or K-4 school (15 hours)
<b>EECE 2400</b> Emergent Literacy and Language; <b>EECE 2410</b> Teaching PreK Steam: <b>EECE 2420</b> Culturally and Responsively Teaching in PreK; <b>EECE 2430</b> Observation & Assessment; <b>EECE 2440</b> Motor Development & Learning	PreK Block: Embedded Stage 2	Public or Private PreK Prefer Keystone Stars 3 or 4; NAEYC Accredited if possible. State Licensed/Accredited Agencies	<b>Edinboro &amp; Clarion</b> all day everyday M-F for minimum of 75 hours – 4 week embedded  <b>California</b> – 15 hours per course
<b>ECEE 3700</b> Teaching Math K-4; <b>ECEE 3710</b> Teaching Science K-4; <b>ECEE 3720</b> Teaching Social Studies K-4; <b>ECEE 3730</b> Content Area Literacy K-4; <b>ECEE 3740</b> Introduction to Integrative STEM	K-4 Block: Embedded Stage 3	Public or Private Elementary School K-4	<b>Edinboro &amp; Clarion</b> 4 - week embedded field experience (All day every day M-F and/or 75 hours)  <b>California</b> – 15 hours per course
<b>ECEE 3610</b> Phonics & Structured Language	Literacy Block: Stage 3	Public or Private Elementary School PreK-4, or tutoring center with a preference for trained structured literacy/science of reading mentors.	At least 15 instructional hours
<b>ED 4240 &amp; ED 4250</b> Student Teaching	Student Teaching: Stage 4, Final Semester	Public or private school K-4 classrooms with varying diversity	15 weeks, 5 days a week, full-time

## APPENDIX D: Field Course Overview, Undergraduate Middle & Secondary Education Programs

Course	PDE Field Stage	Placement Considerations	Duration
<b>ED 1100</b> – Intro to Middle/Secondary Education (Semester 1)	Stage 1	Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).	No fewer than 12 hours Placements begin in week 5
<b>ARED 3160</b> – Arts Professional Standards (Art Ed only)	Stage 1	Placements should be in the discipline of visual art or media arts, PK-12.	12-15 hours
<b>ED 3100</b> – Instructional Strategies	Stage 2	Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).  If possible, the candidate should be placed at a different level than their initial experience.	No fewer than 20 hours Placements begin in week 5
<b>ARED 3150</b> – Art Curriculum PK-12 (Art Ed only)	Stage 2	Placements should be in the discipline of visual art or media arts, PK-12.  If possible, the candidate should be placed at a different level than their initial experience.	15-20 hours
<b>ED 3300</b> – Learning Environments (Classroom Management) (Semester 5)	Stage 2	Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).  <b>For K-12 certification areas:</b> Before student teaching, candidates should have exposure to both elementary and secondary level field experience.	No fewer than 20 hours Placements begin in week 5
<b>ARED 4250</b> – Arts & Inclusion PK-12 (Art Ed only)	Stage 2	Placements should be in the discipline of visual art or media arts, PK-12. Candidates will focus on reaching and teaching students with diverse learning styles.  Before student teaching, candidates should have exposure to both elementary and secondary level field experience.	15-20 hours
<b>ED 4100</b> -Assessment	Stage 3	Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).	No fewer than 40 hours

		<p><b>For K-12 certification areas:</b> Before student teaching, candidates should have exposure to both elementary and secondary level field experience.</p>	4 week placements begin in week 10
<b>ARED 4750 – Arts in Community (Art Ed only)</b>	Stage 3	<p>Placements should be in the discipline of visual art or media arts, PK-12.</p> <p>Before student teaching, candidates should have exposure to both elementary and secondary level field experience.</p>	50 hours
<b>ED 4240 &amp; ED 4250 – Student Teaching</b>	Student Teaching: Stage 4, Final Semester	<p>Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).</p> <p><b>For K-12 certification areas:</b> The experience should be split between elementary and secondary school levels, with middle level experience counting as either elementary or secondary.</p>	15 weeks, 5 days a week, full-time

## APPENDIX E: Field Course Overview, Undergraduate Special Education Programs

Course	PDE Field Stage	Placement Considerations	Duration
<b>SPED 2050</b> Intro to Special Education with Field Observations	Stage 1	<p>Variety of three Special Education settings (Settings may include Emotional Support, Learning Support, Life Skills or Autism Support Classrooms).</p> <p>Students placed as dyads.</p> <p>Week 1: Class                      Week 2-4: Rotation 1: Fridays for 3 Hours                      Week 5: Class                      Week 6-9: Rotation 2: Fridays for 3 Hours                      Week 10: Class                      Week 11-13: Rotation 3: Fridays for 3 Hours                      Week 14-15: Class</p>	15 weeks :  Fridays for 3 hours (See schedule)
<b>SPED 3090</b> Assessment & Prescriptive Teaching	Stage 2	<p>Special Education Classroom Settings: Individual Formal &amp; Informal Assessments                      Learning Support Classrooms preferred.                      Students placed as dyads.</p>	15 weeks :  Fridays for 3 hours.
<p><b>SPED 4010</b> Assistive Tech for Excep,  <b>SPED 4040</b> Transition Plan and Instruction,  <b>SPED 4050</b> Adv EBP for Stu w Hi Inc Dis,  <b>SPED 4070</b> Class Admin, Collab, and IEP,  <b>SPED 4060</b> Adv EDP for Stu w Low Inc Dis</p>	Stage 3	<p>1<sup>st</sup> 7 weeks-Low Incidence classroom settings: Life Skills and Autism Support preferred</p> <p>2<sup>nd</sup> 7 weeks High Incidence classroom settings: Learning Support and Emotional Support preferred.</p>	Three days weekly  Currently: Tues, Thursday, Friday all day
<b>SPED 4240 &amp; SPED 4250</b> Student Teaching	Student Teaching: Stage 4, Final Semester	Candidates are placed in classrooms with varying degrees and types of diversity. The experience should be split between elementary and secondary school levels. (Learning Support, Emotional Support, and Life Skills preferred)	15 weeks, 5 days a week, full-time

## APPENDIX F: Field Course Overview, Master of Education (MEd) Special Education, Teacher Certification

Course	PDE Field Stage	Placement Considerations	Duration
SPED 6450 Advanced Evidence Based Practices in PK-12 Special Education Settings	Stage 1	<p>Placement is dependent on the needs of the candidates.</p> <p>Candidates may complete the assigned tasks in their own classroom (or school / facility) if established parameters are met.</p> <p>Candidates who are not currently working in special education (or in a school building / facility with special education) may need to be assigned to a special education classroom. (Settings that are preferred include Emotional Support, Learning Support, Life Skills, or Autism Support)</p>	<p>15 hours</p> <p>Currently: 1 hour per week</p>
SPED 7250 High Incidence Disabilities	Stage 2	<p>Placement is dependent on the needs of the candidates.</p> <p>Candidates may complete the assigned tasks in their own classroom (or school / facility) if established parameters are met for a high incidence placement.</p> <p>Candidates who are not currently working in special education (or not in a school building / facility where high incidence special education classrooms exist) may need to be assigned to a special education high incidence classroom. (Settings that are preferred include Emotional Support and Learning Support / Facilities)</p>	<p>15 hours</p> <p>Currently: 5 Weeks 3 Hours per week</p>
SPED 7450 Low Incidence Disabilities	Stage 3	<p>Placement is dependent on the needs of the candidates.</p> <p>Candidates may complete the assigned tasks in their own classroom (or school / facility) if established parameters are met for a low incidence placement.</p> <p>Candidates who are not currently working in special education (or not in a school building where low incidence special education classrooms / facility exist) may need to be assigned to a low incidence special education classroom. (Settings that are preferred include Life Skills or Autism Support Classrooms / Facilities)</p>	<p>15 hours</p> <p>Currently: 5 Weeks 3 Hours per week</p>
<b>SPED 6950</b> Field Experience in Special Education/Student Teaching	Student Teaching: Stage 4, Final Semester	<p>Candidates are placed in classrooms with varying degrees and types of diversity.</p> <p>The experience for initial certification candidates should be split between elementary and secondary school levels.</p>	<p>15 weeks, 5 days a week, full-time for initial certification</p> <p>8 weeks, 5 days a week, full-time for add on certification</p>

## APPENDIX G: Field Course Overview, Master of Arts in Teaching (MAT)

Course	PDE Field Stage	Placement Considerations	Duration
<b>ED 5920</b> (all levels) Foundations of Teaching & Learning Birth to Grade 12	Stage 1	Placements should be within the discipline and reflective of appropriate grade-level (I.E. elementary students placed in K-4 grades, middle level students placed in middle grades, secondary level placed in secondary placements).	No fewer than 12 hours
<b>ELEM 5840</b> (PreK-4) Elementary ELA Instruction and Assessment	Stage 2	Public or Private Elementary School PreK-4	5-10 hours (10 hours maximum)
<b>ELEM 5850</b> (PreK-4) Teaching and Assessment of Mathematics	Stage 2	Public or Private Elementary School PreK-4	5-10 hours (10 hours maximum)
<b>ED 5963</b> (Middle/Secondary) Instructional Strategies	Stage 2	Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).  If possible, the candidate should be placed at a different level than their initial experience.	No fewer than 20 hours
<b>ELEM 5880</b> (PreK-4) Elementary Clinical Experiences & The Learning Environment	Stage 3	Public or Private Elementary School PreK-4	No fewer than 48 hours
<b>ED 5965</b> (Middle/Secondary) Classroom Learning Environment	Stage 3	Placements should be within the discipline and reflective of appropriate grade-level (I.E. middle level students placed in middle grades, secondary level placed in secondary placements).  Before student teaching, secondary candidates should have exposure to both middle school and high school level field experience.	No fewer than 20 hours
<b>ED 5970</b> (all levels) Student Teaching	Student Teaching: Stage 4, Final Semester	Placements should be within the discipline and reflective of appropriate grade-level (I.E. elementary students placed in K-4 grades, middle level students placed in middle grades, secondary level placed in secondary placements).	15 weeks, 5 days a week, full time