

LIBERTY

UNIVERSITY.

SCHOOL of EDUCATION

FIELD EXPERIENCE HANDBOOK

Revised August 2020



Preparing competent professional educators with a Christian worldview.

Liberty University
School of Education
1971 University Blvd.
Lynchburg, VA 24515

434-582-2445
Fax: 434-582-2468
SOE@liberty.edu
www.liberty.edu/education

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CONTACT INFORMATION

School of Education434-582-2445 (soe@liberty.edu)
School of Education Fax 434-582-2468
Teacher Licensure Office 434-582-2632 (Gate4@liberty.edu)

SCHOOL OF EDUCATION ADMINISTRATION

Online Dean..... Dr. Deanna Keith
Interim Residential Dean..... Dr. Deanna Keith
Dean Emeritus.....Dr. Karen L. Parker
Associate Dean Dr. Michelle Goodwin

PROGRAM DIRECTORS

A.A./B.S. Early Childhood and Education (non-licensure) Dr. Maria Spaulding (mtlauta@liberty.edu)
B.Ed./B.S. Elementary Education Dr. Esther Alcindor (ealcindor@liberty.edu)
B.Ed. Middle Grades & Secondary Education Dr. Andrea Beam (abeam@liberty.edu)
B.Ed./B.S. Special Education Dr. Lucinda Spaulding (lsspaulding@liberty.edu)
B.S. Special Education (non-licensure)..... Dr. Randy Dunn (rdunn@liberty.edu)
M.A.T. Elementary Education..... Dr. James Swezey (jaswezey@liberty.edu)
M.A.T. Middle Grades & Secondary Education..... Dr. Andrea Beam (abeam@liberty.edu)
M.A.T. Special Education Dr. Randy Dunn (rdunn@liberty.edu)
Math Specialists Dr. Vivian Jones (vojones2@liberty.edu)
School Administration..... Dr. Samuel Smith (sjsmith3@liberty.edu)
Reading Specialists Dr. Kristina DeWitt (kdewitt@liberty.edu)

FIELD EXPERIENCES

Background Clearances Background Check Office (edbackground@liberty.edu)
Practicum Course Questions..... Practicum Team (SOEPracticum@liberty.edu)
External Placement Requests Practicum Placement Office (practicumplacementoffice@liberty.edu)
Local Placement Requests..... Local Field Office (field@liberty.edu)

OTHER

Course Assignments and Grading Contact Course Professor
HelpDesk (Blackboard, Canvas, WebMail, etc.) helpdesk@liberty.edu (434-592-7800)
LiveText Support (Internal – SOE) livetext@liberty.edu
LiveText by Watermark Support.....support@watermarkinsights.com (866-LIVETEXT; 866-548-3839)

LIST OF ABBREVIATIONS

Advanced Internship Assessment (AIA)

Candidate Preservice Assessment of Student Teaching (CPAST)

Degree Completion Plan (DCP)

Degree Completion Plan Audit (DCPA)

Education Preparation Provider (EPP)

Field Experience Management (FEM)

Field Experience Summary (FES)

Liberty University (LU)

LiveText by Watermark (LT)

School of Education (SOE)

Social Responsibility, Commitment, Reflection, Integrity, and Professionalism (SCRIP)

Teacher Performance Assessment (edTPA)

CONCEPTUAL FRAMEWORK

The mission of the Educator Preparation Program at Liberty University is to develop competent professionals with a Biblical worldview for Christian, public, and private schools. The School of Education at Liberty University is committed to providing the highest quality Christian education based on the principles of God's Word. Our school, by its commitment to strengthening the mind, body, and soul, educates the whole person as God created us. The school offers programs to prepare teachers and other school personnel. Excellent teachers and school personnel are an invaluable asset to the home, church, community, and nation. The school licensure program at Liberty is designed to provide a program of study and pre-service experiences that will foster teaching excellence and stimulate improvement in teaching practices in Christian, public, and private schools.



KNOWS *Biblical values, moral dimensions, and ethical implications synthesized with academic knowledge*

IMPLEMENTS *skills as a gift from God, because teaching/leadership is a calling from God*

BELIEVES *and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity*

Bachelor's & Master's Programs

Knows:

- General knowledge
- Content knowledge & curriculum goals
- Professional knowledge: development & diversity of learners

Implements:

- Communication skills
- Technology skills
- Instruction/Leadership skills: plans, manages, motivates, assesses

Believes:

- Commitment & concern
- Collaboration & reflection

Education Specialist & Doctor of Education Programs

Knows:

- Research competencies

Implements:

- Leadership concentration competencies
- Teaching & Learning concentration competencies

Believes:

- Foundations competencies

DISPOSITIONS

The faculty of the Liberty University School of Education has delineated the dispositions that should be observable in each candidate of our programs at both the initial and advanced levels. The dispositions are identified from the [Conceptual Framework](#).

S-C-R-I-P	
S ocial Responsibility	<p>Candidates will exhibit a positive desire to be a teacher who believes all students can learn.</p> <p>Candidates will work to gain rapport with students to develop a classroom environment where learning is a priority.</p> <p>Candidates should not use any personal digital modes of communication to interact with PreK-12 students (texting, calling, chatting, using social network sites, etc.). Candidates should not post pictures of PreK-12 students, student work, etc. on their personal social</p>

	networking sites.
<u>C</u>ommitment	<p>Candidates will display the necessary work ethic and dedication to be competent in content, independently create lessons that are active and engaging, and take ownership of his or her critical role in ensuring student learning.</p> <p>Candidates will display the attitude that all students can learn and candidate will have a commitment to do all they can to make that happen.</p>
<u>R</u>eflective Practice	Candidates will honestly reflect on the effectiveness of their performance and work in a collaborative manner with the cooperating teacher/on-site mentor.
<u>I</u>ntegrity	<p>Candidates will display integrity in all interactions and actions.</p> <p>Candidates will maintain discretion and confidentiality concerning student records, academic records, behavioral records, etc.</p>
<u>P</u>rofessionalism	<p>Candidates will conduct themselves in a professional manner in the areas of assertiveness, class management, engaging instruction, data collection, and human relations.</p> <p>Candidates will listen and respectfully comply with requests and directions from their host/cooperating teacher or administrator, Liberty University supervisor/professor, building principal, and any other key personnel who are authority figures in the candidate's placement and placement processes, including Liberty University faculty and staff.</p> <p>Candidates will dress professionally for all field experience activities. Candidates will observe field experience dress code policies except when casual dress or sports clothes for specific events are approved in advanced by the university supervisor and host teacher, cooperating teacher, on-site mentor, etc.</p>

Any unprofessional conduct may result in a removal from placement. It is possible that a future placement may not be granted.

If there is any evidence of inappropriate communication or interactions between a candidate and a K-12 student(s), school personnel, or Liberty University faculty/staff member, this is cause for candidate dismissal from the teacher education program.

OVERVIEW OF FIELD EXPERIENCES

Early and ongoing field experiences are crucial for initial and advanced licensure preparation, as well as select certificate and non-licensure programs. The continuum of field experiences required in Liberty University's (LU) Education Preparation Provider (EPP) program includes practicums in PreK-12 settings (dependent on the candidate's degree/endorsement area) and culminates during the final semester in a capstone course, student teaching, or internship.

Early field experiences, or practicums, are requirements for designated courses in each program.

It is recommended that you plan ahead for your field experiences, as you will need to spend time in the classroom, which may require adjusting your current schedule. Below you can review more information about the field experience expectations.

FIELD EXPERIENCE SUMMARY

Field experiences must include a variety of settings appropriate to the endorsement: multiple sites/settings, multiple grade levels, and interaction with diverse students (e.g., minority, at-risk, and students with exceptionalities) to fulfill the requirements of the [Field Experience Summary](#) (FES). The FES is a cumulative log of all field experiences throughout licensure programs. While individual assignments are recorded within each practicum course, overall documentation of field experiences is maintained by the candidate on the FES.

A variety of settings is required even for those already employed in the school system. *Strive for each placement to be at a different site with a different Host Educator.*

Candidates should select the FES that aligns with their degree/endorsement area. The FES is not used for non-licensure programs.

PLANNING FOR PLACEMENT

You can expect a variety of tasks and assignments throughout your field experiences. This can include anything from interviewing professional educators, to creating and teaching lesson plans, to observing specific groups of student populations and developing case studies, to assisting current teachers in the classroom. While the course syllabi provide an excellent breakdown of what you can expect, the [Field Experience Descriptions](#) also briefly lists the requirements of each course with field experience, along with the required hours per course.

Remember, requirements and expectations can change from semester to semester based on program updates, licensure regulations, etc.

EARLY FIELD EXPERIENCE PLACEMENT ROLES

Field experiences are opportunities for students to spend in-school/in-classroom hours learning alongside current PreK-12 educators. The roles and qualifications are addressed below. The umbrella term **Host Educator** may be used throughout to address all placement stakeholders.

Individual/Role	Description	Eligibility
Practicum Student/Candidate	The candidate completing the field experience requirement.	<ul style="list-style-type: none">• Course enrollment with assigned practicum
Host Teacher/Administrator	The expert educator in whose classroom/school a candidate completes the field experience requirements.	<ul style="list-style-type: none">• Hold valid/current teaching license in candidate's endorsement area• Have at least three years of teaching experience

		<ul style="list-style-type: none"> • Responsible for completing evaluations associated with the field experience • Responsible for signing off on the hours logged on the candidate's time log.
University Supervisor (US)	The professor/instructor overseeing and observing the candidate's practicum course, related assignments, etc.	<ul style="list-style-type: none"> • Course instructor/professor over practicum course

PLACEMENT QUALIFICATIONS

Placement requirements and assignments may vary by practicum course. Specifications will be identified in each practicum course. SOE Administration, Program Directors, and Field Offices will have final discretion of approval of sites and Host Educators based on program requirements, licensure regulations, etc. Here is a general outline of placement qualifications:

- Practicum hours **must** be completed during the enrolled practicum course semester.
- Placements **must** align with your endorsement area and be supervised by a Host Educator with credentials in the corresponding endorsement area.
 - Initial Licensure Example: If you are seeking a 6th-12th grade mathematics endorsement, your placements must be in 6th-12th grade math classrooms.
 - Advanced Licensure Example: If you are seeking a school administration practicum, hours must align with a school administrative role. In other words, classroom instruction would not qualify for practicum hours.
- Placements should be completed in a traditional public or fully accredited private schools.
 - Not every placement should be completed in the same setting. This also applies to candidates already employed in the school system. Review the [Field Experience Summary](#) for more details.
 - Virtual settings, home school settings, co-op settings, etc. do not qualify.
- Practicum placements **must** be assigned with a qualified Host Educator. Specific qualifications may vary per placement.
 - Licensed teacher or administrator in your endorsement area, preferably with at least three years of teaching experience. For example: If you are in a special education practicum course, you must be placed with a Host Educator with special education credentials and experience.
- Already employed in the school system, see [Employment Information](#).

NOTE: Placements may not be completed with relatives (your own children in the classroom or in a classroom under the supervision of a relative. It is also strongly recommended to not complete placement under the supervision of close friends to avoid issues that may arise from a conflict of interest.

BACKGROUND CLEARANCES

Each candidate is responsible for [full background clearances](#) through SOE's [CastleBranch](#) vendor. Full CastleBranch clearances are required prior to beginning placement—this includes candidates already employed in the school system. SOE clearances are typically valid for up to five years.

Each candidate is responsible for additional background clearances as required by the assigned school system, or updated clearances as identified by the SOE.

Questions related to background clearances can be directed to EDBackground@liberty.edu.

TRANSPORTATION

Each candidate is responsible for his/her transportation to and from all assigned field experience placements.

PROFESSIONAL LIABILITY INSURANCE

Professional liability insurance may be required for certain placements. An economical option is membership in the [Christian Educators Association International](#) (CEAI). When purchasing a year of student membership with CEAI, candidates are insured up to \$2,000,000 for legal actions filed against the teacher candidate arising out of the teacher candidate’s educational duties (applicable only in the United States only; no overseas coverage). CEAI membership also includes a subscription to *Teachers of Vision*. Membership and liability coverage options are available for purchase beyond student teaching.

This information is subject to change based on the policy information identified by CEAI.

UNFORESEEN DISRUPTION IN PLACEMENT

Candidates should be aware that events may occur that are beyond the University’s control, including but not limited to school employee labor disputes/strikes, acts of God, pandemics, civil unrest, etc. While SOE will attempt to assist candidates in locating another site in the event of such occurrence, candidates should be aware of the risk and prepare appropriately. If placement is significantly disrupted (hours not met, etc.), candidates should be prepared to continue and/or repeat the field experience placement in a future semester.

The University does not endorse ST participation in active labor disputes and strikes during the field experience semester.

PLACEMENT REQUESTING PROCEDURES

Placement requesting procedures vary by school system. As you plan for placement, understand that PreK-12 schools are not obligated to accept field placements. Therefore, placement preferences are not guaranteed and are at the discretion of placement availability (school agreements/contracts, school division HR policies, teacher availability, teacher qualifications, previous placements, late requests, etc.). Candidates should be flexible, respectful, and understanding of a school’s decision and the Field Office procedures.

FIELD PLACEMENT GROUPS

Field placements in the SOE fall into three placements categories. Determine which placement group the preferred school system(s) falls into. Further information can be found on the [Field Experience website](#).

Placement Group	Description	Requesting Procedures
LOCAL – No Contact	Central Virginia school divisions (including private and public schools in the listed areas): <ul style="list-style-type: none"> • Amherst County, • Appomattox County, • Bedford County, • Botetourt County, • Campbell County, • Danville City, • Lynchburg City, • Nelson County, • Pittsylvania County, • Roanoke City, • Roanoke County, and • Salem City. 	<ul style="list-style-type: none"> • Candidates are <i>not permitted</i> to contact private or public school systems identified as Local – No Contact. • Candidates will include preferences on the Local Request Form during Week One of the practicum course. Keep in mind that preferences are not guaranteed. • The Local Field Office will communicate requests for Local – No Contact school systems.
External – No Contact	The list of External – No Contact schools changes from semester to	<ul style="list-style-type: none"> • Candidates are <i>not permitted</i> to contact school systems identified as External – No Contact. • Candidates will include preferences on the External

	semester. Review the most up-to-date list of External – No Contact schools to identify if the preferred school system is on this list.	Request Form during Week One of the practicum course. Keep in mind that preferences are not guaranteed. <ul style="list-style-type: none"> • The External Field Office will communicate requests for External – No Contact school systems.
External – Other	Schools not identified on either the above Local – No Contact or External – No Contact lists are considered External – Other. Schools in this placement group have not yet identified specific requesting procedures for the Field Offices to follow.	<ul style="list-style-type: none"> • At this time, schools in this category may be contacted directly by the candidate to obtain the general contact details for the Placement Coordinator. • At this time, the candidate will make arrangements with the school system.

PROFESSIONAL EXPECTATIONS

You must always display the dispositions of Social Responsibility, Commitment/Work Ethic, Reflection, Integrity, and Professionalism (SCRIP). This means demonstrating the attitude that all students can learn and that you have a commitment to do all you can do to make that happen. You must be actively engaged in the learning process of the classroom where you are placed, whether this is directly when you are in charge of the instruction or indirectly when you are assisting the Host Educator.

PROFESSIONAL COMMUNICATION

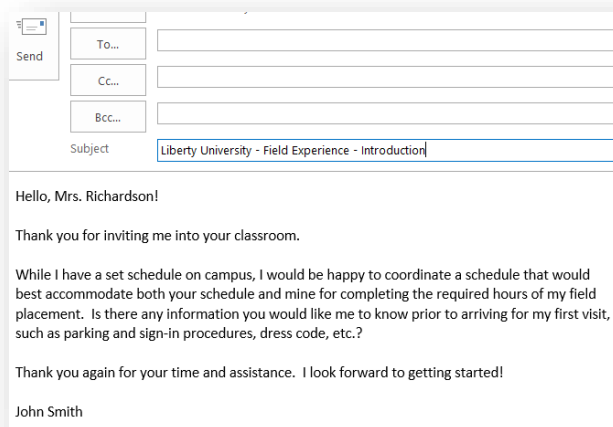
You must always communicate with the Host Educator in a professional manner. This includes all forms of communication (email, phone, and in-person). Refer to the Host Educator and all other school personnel with appropriate formality (Miss, Mrs. Mr., etc.). Use formal, professional language in all communications related to your placement.

Prepare in advance and allow sufficient time for your Host Educator to respond to your inquiries. Kindly remember that hosting a field placement is not first priority for school personnel, though most are happy to have you be a part of their classroom/school.

WRITTEN COMMUNICATION

Email will likely be one of the primary forms of communication between you and your Host Educator. Avoid the use of text lingo, emoticons, etc. For email communications, be clear and concise while also being courteous, and use an introduction, clear body of information, and a grateful closure. An example is included.

Again, prepare in advance and allow sufficient time for your Host Educator to respond. Kindly remember that hosting a field placement is not first priority for school personnel, though most are happy to have candidates be a part of their classroom/school. Most Host Educators are not sitting at a computer all day, so it may take them a few days, or even a week or so to respond. Be gracious of their time.



Ask the Host Educator to identify their preferred mode of communication should you need clarification on something or if there is a reason you will not be able to attend as scheduled. Plan ahead—your emergency is not your Host Educator’s emergency!

You should use your LU email address when emailing your Host Educator about your field placement.

CONFIDENTIALITY

Any information shared with you by the Host Educator or another school personnel should be held in confidentiality. Any information identifying a PreK-12 student should be removed from your coursework (lesson plans, edTPA, reflections on field experiences, etc.). Use pseudonyms for students, if needed.

Should there be a school emergency, follow the school’s protocol/policies. School systems have PR representative that communicate lockdowns or emergency situations to parents and the community, so do not communicate to anyone outside of the school during or immediately following a lockdown, emergency drill, or any unusual school-wide situation.

VIDEO/PHOTOGRAPH – PARENT/GUARDIAN PERMISSION FORM

As part of the documentation process of these field experiences, you may be required to collect picture or video evidence of your field experiences. You should obtain both school and parent/guardian permission before taking pictures or video of the classroom or students. When attempting to obtain permission, use the [School of Education Video/Photo Release Form](#). You should work with the assigned classroom teacher/administrator in order to determine the best approach for distributing and collecting signed copies of this form. Videos and photos obtained through this process should be used for portfolio and coursework purposes only.

Artifacts should not be posted on social media platforms or shared with others outside of your coursework.

SOCIAL MEDIA

You are expected to maintain professional communication with PreK-12 students at all times during placement. You should not interact with PreK-12 students via social media platforms (Facebook Messenger, Twitter, Instagram, etc.) or personal communications (personal email, text messages, phone calls, etc.).

You should maintain teacher and student privacy by not posting pictures of PreK-12 students or school personnel, student work, identifiable anecdotes, etc. You should refrain from posting negative reflections directed toward the school, Host Educator, or other school/University personnel.

Pictures of PreK-12 students should only be taken if the appropriate permissions are obtained from the school and parents of PreK-12 students. Further, if a video lesson is required in the placement, you should not upload the video to any public website (YouTube, etc.).

INTERACTING WITH THE HOST EDUCATOR

Review [professional communication expectations](#) above. Keep consistent communication between you and your Host Educator without being overwhelming or demanding of their time. While you are in the classroom/school, you should not be on your phone, computer, etc. unless it is relevant to the activity taking place.

INITIAL CONTACT

Within your initial contact with the Host Educator, provide a general introduction of yourself. Remember, first impressions go a long way!

Consider items to ask in the initial contact: dress code, parking rules, check-in procedures, lunch plans if you will be at the school over their lunch break, procedures for weather delays and closures, other school policies/procedures that would be pertinent to your time in the classroom, etc.

Provide your Host Educator with your University Supervisor's information and the [SOE Training for Host Educators](#) for additional resources.

LESSON & PROJECT PLANNING

When teaching a lesson or completing a specific project within the placement as a course requirement, ask far in advance what topic you will need to prepare and what time frame would be acceptable for presenting your lesson or project.

Have lesson plan(s) or project(s) done early and present it to the Host Educator at least a week before it is due to be presented. Allow them plenty of time to review it, so they can provide feedback and/or approval prior to = presentation day. Again, kindly remember that hosting a field placement is not first priority for school personnel, though most are happy to have you be a part of their classroom/school. All details should be approved prior to implementation of lesson or project.

Arrive extra early the days you are teaching or presenting to allow sufficient time to set up your materials.

APPRECIATION & CLOSURE

At the end of your placement, leave a note of appreciation for your Host Educator and consider a small gift as well. Let them know how they impacted your professional growth and development.

If it was a successful placement, consider asking for a letter of recommendation for your professional portfolio.

Also, ensure all assignment-related tasks are complete between you and your Host Educator (time logs, evaluations, etc.).

INTERACTING WITH PREK-12 STUDENTS

Candidates should always respect the boundary between teacher and student. Candidates should display respect and polite manners when interacting with PreK-12 students but recognize their primary function is that of a practicum student—not friend. In this light, candidates should adhere to the following polices:

- Do not use any personal digital modes of communication to interact with PreK-12 students (e.g., texting, calling, chatting, using social network sites, etc.).
- Do not post pictures or information of PreK-12 students on personal networking sites and do not post pictures or information of PreK-12 students to school or class sites without the permission of the parent, Host Teacher, and Host School.
- If there is any evidence of inappropriate communication between a candidate and PreK-12 student(s) or school personnel, this is cause for candidate dismissal from the EPP.

Maintain discretion and confidentiality concerning student records, academic and behavioral records, etc.

Interact with PreK-12 students in “visible” places where they are not alone with a single student.

Use professionalism when attending after-school and extra-curricular activities (including coaching duties). Extra-curricular activities are a great way to establish a relationship with PreK-12 students beyond academics, but still respect the professional discretion and boundary between teacher and student relationships.

PROFESSIONAL DRESS CODE

LU SOE has established a standard of dress that is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors. *Candidates are expected to dress*

modestly at all times.

Candidates must be in professional dress at all times for field experiences, unless otherwise designated by the Host School due to a special event. Candidates must adhere to both SOE and/or the Host School's dress code, whichever policy reflects the higher standard. Though dress code may vary per school, the SOE expectation is provided below.

Residential Students: Candidates should always wear the official Liberty University School of Education red badge when they are serving in field experience placements in the schools. The badge should display the LU ID (Flames Pass), and a copy of current background clearances should be stored in the zipper section.

DRESS CODE FOR WOMEN

Professional and modest clothing and accessories are expected at all times. Hair should be cut and styled in a professional manner that is not distracting in the classroom. STs should be able to bend over to assist students and stretch to reach the top of a white board without revealing any midriff or undergarments.

Dress Code for Women		
Setting	Acceptable	Not Acceptable
Field Experiences Typical school day	<ul style="list-style-type: none"> • Modest dresses and skirts [No shorter than the top of the knee—sitting or standing] • Neat slacks • Modest tops with discreet logos • Dress shoes or business casual appropriate shoes 	<ul style="list-style-type: none"> • Jeans • Shorts • Leggings • Large writing or logos • Sweatshirts or hoodies • Sneakers • Flip-flops • Hats, bandanas, etc.
Field Experiences Casual or dress down days, as indicated by the school	<ul style="list-style-type: none"> • Casual pants (jeans without holes, etc.) • Shirts 	<ul style="list-style-type: none"> • Jeans with holes
Field Experiences Sports attire for Health/PE candidates, as indicated by the school)	<ul style="list-style-type: none"> • Athletic pants or modest athletic shorts • Polos with discreet logos • T-shirts with discreet logos • Athletic shoes 	<ul style="list-style-type: none"> • Sandals or flip-flops • Tight athletic pants/leggings

DRESS CODE FOR MEN

Professional and modest clothing and accessories are expected at all times. Hair should be cut and styled in a professional manner that is not distracting in the classroom. Facial hair should be neatly trimmed. Earrings and/or plugs are not permitted, nor is body piercing.

Dress Code for Men		
Setting	Acceptable	Not Acceptable
Field Experiences Typical school day	<ul style="list-style-type: none"> • Neat slacks • Dress shirt with tie or collared shirt, polo shirt with discreet logos • All shirts must be tucked in • Dress shoes or business casual appropriate shoes 	<ul style="list-style-type: none"> • Jeans • Shorts • Sweatshirts or hoodies • Large writing or logos • Sneakers • Sandals or flip-flops • Hats, bandanas, etc.
Field Experiences Casual or dress down days, as indicated by the school	<ul style="list-style-type: none"> • Casual pants (jeans without holes, etc.) • Shirts 	<ul style="list-style-type: none"> • Jeans with holes

Field Experiences

Sports attire for Health/PE candidates, as indicated by the school)

- Athletic pants or modest athletic shorts
- T-shirts with discreet logos
- Athletic shoes

- Sandals or flip-flops
- Tight athletic pants/leggings

ATTENDANCE

Candidates should establish a mutually agreeable schedule with the Host Educator. Once a schedule is established, the candidate should commit to the schedule and be prompt.

Candidates should *arrive early* to their field placement. Remember to allow time to park, sign in or check in based on the school's procedures, get to the classroom, and unpack. All of these processes should be completed prior to the scheduled start time.

If you are sick and cannot attend your placement, call the office of the Host School and ask them to give her/him the message, or follow any specific procedures identified by your Host Educator. Keep in mind that if you have lesson materials at home, you may need to arrange to get the materials to the school in your absence. Contact your University Supervisor if you have questions about your placement attendance.

DIFFICULTIES IN A FIELD EXPERIENCE PLACEMENT

You should use professionalism in all situations. When you display the required SCRIP dispositions, there should be few to no problems that arise.

If the Host Educator recognizes a concern with the candidate's performance or dispositions, the Host Educator should contact the US immediately. If merited and when possible, a conference should be scheduled with the candidate, Host Educator, and US.

If you do not display all of the SCRIP dispositions and are removed from a field experience placement, the SOE is not required to find another placement, nor is a PreK-12 school required to offer a new placement. You may be removed from the EPP or asked to repeat the practicum course again the next semester when another placement can be sought.

If you experience or have reason to be concerned with your Host Educator, contact your US to discuss strategies for handling the situation in a professional, discrete manner.

INTERVENTION PLAN

An Intervention Plan (IP) is a written plan that states what you must do to successfully accomplish the requirements of the practicum placement, after initial concerns are brought to attention.

Requirements and expectations identified in the IP must be met order to continue in the placement, even if you do not agree to sign. If you do not comply with the expectations of the IP, you will be removed from the placement, and a new placement will not be sought. Further consequences for not meeting the requirements by the identified date will be stated in the IP. The IP should clearly identify plans for re-evaluation and individual responsible for follow-up.

LIVETEXT BY WATERMARK – FIELD EXPERIENCE MANAGEMENT (FEM)

The [Field Experience Management \(FEM\)](#) tool is a resource included in your [LiveText by Watermark](#) membership, which is typically identified as a course textbook/material for each of your practicum courses. This is a one-time membership purchase that lasts 7 years. If you continue in a program or begin a new program beyond that initial 7 years, you may have to renew your membership.

The FEM tool is a collaborative space for you, your Host Educator, and your University Supervisor. This space includes a time log and any relevant performance evaluations specific to your course/placement.

The Field Offices will upload placements and will assign your Host Educator a *free mentor account*. This sends an email directly from Watermark Insights to your Host Educator's school email address with a username/password for them to access their *free mentor account*. This is a secure system, so the Field Offices do not have direct access to mentor usernames/passwords.

Once given access to the FEM placement, you are responsible for logging your hours after *each* placement visit. Once you log your hours, your Host Educator will be able to click to approve those hours. You and your mentor will also be responsible for completing any assigned evaluations in FEM. Evaluations may vary per course.

Tutorials: Tutorials for using the FEM platform can be found on the [SOE Training for Host Educators](#). There is also a tutorial for resetting the username/password should that be necessary.

Important: Access to your FEM placement (being able to log additional hours, etc.) **will close** at the placement end date. If arrangements have been made for an extension with the University Supervisor, remind them to email the Field Office to adjust the date in the FEM placement.

STUDENT TEACHING & INTERNSHIP

Student teaching requires a full semester commitment to the classroom (all day, every day) in the last semester of the degree program. It is the culmination of all coursework and early field experiences. It is important to prepare thoroughly and decrease outside responsibilities during this semester. Student teaching must be completed in a public or fully accredited private/Christian school system. Placement must align with the candidate's endorsement area. See the [Student Teaching Handbook](#) for further details.

Advanced internship requires a full semester commitment in the last semester of the degree program. The number of hours varies based on endorsement area. It is the culmination of all coursework and early field experiences. It is important to prepare thoroughly and decrease outside responsibilities during this semester. Internship must be completed in a public or fully accredited private/Christian school system. Placement must align with the candidate's endorsement area. See the [Internship Handbook](#) for further details.

Non-licensure candidates will complete a **capstone course** specific to their degree program. Requirements vary per program. Further details can be found in the [Field Experience Descriptions](#).

EMPLOYMENT INFORMATION

Many candidates may already be employed in some capacity in the school systems, which is certainly great experience. School employment does not replace field experience requirements or course requirements. With that in mind, here are some guidelines for completing early field experiences during/through school employment.

NOTE: Approval may also have to be processed through your employed school's Human Resources to align with any policies the school may have for their employees receiving academic credit while also receiving monetary compensation for active school employment. The school system may have the right to require you to take personal days to complete the practicum experience(s).

Employment Status	Qualifications
Full-time, Contractual Teacher or Provisional	<p><i>School of Education Administration has final discretion/approval as to whether employed position may be used in conjunction with student teaching, even if the employer approves.</i></p> <ul style="list-style-type: none"> Initial Licensure: Classroom <i>may</i> be used for early field experiences <i>if</i> the employed position/classroom aligns with your endorsement area <i>and</i> school/Host Educator meet the qualifications described above. Advanced Licensure: You must be able to leave the classroom and/or work around your teaching schedule to complete practicum hours in the appropriate endorsement area with a qualified Host Educator.

License	<ul style="list-style-type: none"> Remember, a variety of experiences is required to fulfill FES expectations, which may mean you need to complete hours in other settings outside your own classroom and school site.
Instructional Assistant/Teacher's Assistant/Paraprofessional	<ul style="list-style-type: none"> Classroom <i>may</i> be used for early field experiences <i>if</i> the employed position/classroom aligns with your endorsement area <i>and</i> school/Host Educator meet the qualifications described in Practicum hours for an individual course should be completed with the same classroom/Host Educator for consistency. You must be able to fill the role of practicum student in a whole-class instructional setting (i.e., observing, assisting with direct instruction, teaching, etc.) <ul style="list-style-type: none"> As one example, if your primary role is to work one-on-one with a student(s), this would not qualify as a practicum experience. Remember, a variety of experiences is required to fulfill FES expectations, which may mean you need to complete hours in other settings outside your employed position and school site.