COPPIN STATE UNIVERSITY
EST. 1900

School of Education

Field Experience Handbook
-Certification Programs-

Spring 2023

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Coppin State University – Mission Statement

Coppin State University (CSU), a historically black institution in a dynamic urban setting, serves a multi-generational student population and provides innovative education opportunities while promoting lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Institutional Identity

Founded in 1900, Coppin State University is a comprehensive Historical Black Institution (HBI) originally founded for teacher education. Named in 1926 in honor of Fanny Jackson Coppin, an outstanding African - American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The institution offers baccalaureate, master's, and certificate programs, and a doctorate degree.

School of Education Mission Statement

The mission of the School of Education (SOE), within the College of Arts & Sciences and Education (CASE), is to prepare teachers and other school leaders to be *reflective facilitators of learning*. Coppin's SOE has a well-established history of preparing teachers and other professionals for Maryland and the Nation. Indeed, Coppin was founded in 1900 as a teacher-training program to serve the educational needs of Baltimore City and surrounding counties.

School of Education Vision Statement

The SOE prepares educators as *reflective facilitators of learning* who will take the lead in transforming teaching and learning within their own diverse settings, the State of Maryland, the region, the Nation, and beyond to better serve students and their families. Through collaborations with area schools and professional and community organizations, the school prepares creative, culturally competent, critically reflective graduates who possess deep knowledge in their fields of study and work collaboratively to achieve high-quality education for all. Graduates have the knowledge, skills, and dispositions necessary to meet the affective, cognitive, and psychomotor needs of all students.

School of Education Philosophy and Purpose

Within the School, sequenced programs of study are associated with carefully planned field-based learning experience and build upon a foundation of content and pedagogical knowledge to prepare candidates for entry into teaching or continuing professional development. Candidates are prepared to internalize, initiate, and sustain a professional commitment to impact learners in diverse learning communities. Faculty recognizes the developmental characteristics of candidates, both traditional and non-traditional, which guides curriculum support and implementation. A major distinction of the school's faculty is the recognition of the importance of teacher candidates' prior experience that they bring to the context of the Historically Black Colleges and Universities heritage.

Program Descriptions for Bachelor of Science Degrees

The Bachelor of Science Degree in Early Childhood Education is a 124-credit hour state-approved program. The primary objective of the major in early childhood education is to prepare well-qualified teachers who will effectively guide the learning experience of children in kindergarten through third grade and can document a positive impact on student learning.

Internship experiences are completed at PDS or partner sites. Classroom experiences are primarily conducted at one of our Professional Development School (PDS) or agreed to sites.

The Bachelor of Science Degree in Elementary Education is a 121-credit hour program. The primary objective of the program in elementary education is to prepare well-qualified teachers to teach in grades one through six, and to provide prospective teachers with the experience needed to acquaint them with the curricula organization, objectives, procedures, and instructional resources of the elementary school. Pre-candidates and candidates are provided with classroom experience dealing with the direct analysis of teaching situations and problems, the selection, use, organization, and presentation of subject matter, techniques for evaluating the results of teaching and learning, and the practical application of theories and principles of learning. Classroom experiences are primarily conducted at one of our Professional Development Schools (PDS) or agreed to partner sites.

The Bachelor of Science in Special Education is a 124-credit hour professional standards-based cross-categorical degree program that is oriented towards developing the necessary knowledge base, skills, and disposition to teach learners with mild or moderate disabilities in either the elementary or middle grades while enriching their overall instructional, management, and diagnostic competencies. This teacher preparation program leads to initial certification in teaching with a specialty in special education. Pre-candidates and candidates complete two internship placements, at the primary grades (1-5) and the other at the middle school level (6-8). Classroom experiences are primarily conducted at one of our Professional Development Schools (PDS) or agreed to partner sites.

Field Experience Rationale and Overview

Teacher education pre-candidates and candidates work with university faculty in university classrooms to garner in-depth knowledge on theories and processes that are reflected in a P-12 classroom. While this experience is valuable, the experiential learning that the pre-candidates and candidates' experience from being in a P-12 classroom is most invaluable to the teacher preparation process. Through the field experience processes, the teacher education programs at Coppin provide meaningful and experiential learning for all prospective teachers. Requiring multiple field experience across programs is also designed to meet accreditation expectations, which posits that the institution must "ensure that effective partnerships and high- quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development" (CAEP Standard 2).

The initial certification teacher preparation programs at Coppin provide a sequence of field-based experience designed to provide candidates or pre-candidates with a diverse experiential learning experience. The variation in field placements allows pre-candidates and candidates to experience diversity in interaction with different P-12 teachers. Being placed in different grade-spans and classrooms allows the pre-candidate and candidate to experience diversity in interaction with different learners. Becoming involved in the delivery of varying content is also of vital importance to the teacher preparation process. Placement across different content areas will provide the pre-candidate and candidate with the opportunity to become involved in the delivery strategies of different content. Monitoring the placement of pre-candidates and

candidates across teachers, learners (grades), and content are as important as monitoring the placement across context/schools. Pre-candidates and candidates are placed at various school sites to provide for another level of diversity in the field-experience placement process. Pre-candidates and candidates are required to become involved in the learning environment and to provide academic guidance to P-12 students as requested by the P-12 teacher. Although there are two (2) courses in the initial preparation program that are designated "observation-only courses," all enrollees are expected to provide support to learners if requested by the teacher.

The CSU instructor provides precise expectations for each field-experience requirement. Those expectations are reflected in a *Field Placement Expectations Letter*. The faculty member may adapt the Sample *Letter of Field Placement Expectations* included in this *Handbook* on page 15 and provide a signed copy for each enrollee to deliver to the classroom teacher once placement has been confirmed. Also included in this *Handbook* on page 16 is a suggested list of activities from which the CSU instructor may choose as field-based expectations.

Most education courses require field-based experience, which are completed in the appropriate education setting according to major and age-group. The field-based experiences are to be completed in, preferably, a PDS or a partner school in the CSU PDS Network. The undergraduate field experience courses are categorized according to phases of complexity as described below. There are four phases of field-based experience - Phases I, IIA, IIB, and III. A suggested guideline of requirements accompanies each phase. Phases IIB and III comprise the extended internship and those requirements are reflected in days completed in the field – 20 days completed during Phase IIB (Methods), and 80 days completed during Phase III (Internship).

The guidelines provided are samples and should be adapted to meet the requirements and content of each course within that phase. Each phase has an assessment rubric used to document pre-candidates' and candidates' performances during the experience. These rubrics are included on page 20, and the *Applications for Field Placement* is on pages 17 for placement in methods courses and page 18 for early field experience.

The table below provides suggestions for the number of hours to be completed to accommodate the needs of pre-candidates who are enrolled in multiple courses that require field experience.

Field-Experience Hours Required	**Range of Hours to be Completed**
If taking 2 courses with 16 hours required in each	Then complete a minimum of 22 - 32 hours
If taking 2 courses with 16 hours required in each and 1 course with 24 hours required	Then complete a minimum of 40 - 56 hours
If taking 1 course with 16 hours required and 2 courses with 24 hours required in each	Then complete a minimum of 48 - 64 hours
If taking 2 courses with 24 hours required in each	Then complete a minimum of 40 - 48 hours
If taking 3 courses with 24 hours required in each	Then complete a minimum of 52 - 72 hours

Fingerprinting

The safety of children is a major factor for any system that serves children as clients. CSU and Baltimore City Public School System (BCPSS) and Howard County Public School (HCPS) have signed Memorandums of Understanding (MOUs) that state that all CSU pre-candidates and candidates will complete the required fingerprinting and criminal background check process to verify that children are interacting with adults who have no criminal record. Any adult who has direct contact with students must have a criminal background check and fingerprinting conducted before beginning experiential learning in a school. Previous background checks will not be accepted. No candidate can begin observation or participation in a school until the results have been received.

Details on the BCPSS and Howard County fingerprinting process are detailed below:

Details on Baltimore City fingerprinting

1. All fingerprint/background checks are by appointment only. To schedule a fingerprint/background appointment, please go to **https://booknow.appointment-plus.com/b04ebxmq/** and select a date and time you are available to come in for a background check.
2. You must come to 200 E. North Avenue to be fingerprinted. Once Security checks the candidate in at the desk, he or she will be directed to Room 120.
3. The candidate must provide a valid state ID or valid driver's license.
4. The candidate should come between 8:30 a.m. – 3:00 p.m.
5. No cash is accepted. Effective 12/1/2021, the candidate should bring a **$61.25** check or money order made payable to **Bithgroup**. A credit card, cashier's check, or company check is also acceptable.
6. Bring an attached written statement with your basic information.
7. Plan to return about one week later to pick up the badge.
8. The badges are valid for one school year. If candidates come to North Avenue prior to July 1st, the documentation they submit must indicate the applicable school year.

NOTE: If the candidate is at one school for one rotation and a different school for a second rotation, he/she may be required to obtain a new badge. The teacher candidate will NOT be required to pay for fingerprinting/background check a second time. BCPSS will accept a 365-Day form listing the 12-digit reference number. If the intern is only obtaining a badge, the cost is $10.00.

HCPSS Fingerprinting Procedure

All prospective HCPSS interns must be fingerprinted by our approved vendor FYI Fingerprints. The following information is an overview of this process and procedure for interns to complete and be cleared to begin their placement in HCPSS.

The following information is FYI Fingerprints location and contact information:

Address:	3696 Park Avenue, Suite 103 Ellicott City, MD 21043
Phone:	(410) 418-4657
Website:	www.fyifingerprints.com

The cost for fingerprinting is **$51.25**. FYI Fingerprints accepts payment by cash or credit (Visa, MasterCard, Discover and/or American Express). *They do not accept personal checks*. Please be sure that you do the following:

1. Arrive at least **30** minutes before closing.
   Hours of operation are:

Monday	9:00 am – 2:00 pm
Tuesday/Thursday	9:00 am – 7:00 pm
Wednesday/Friday	9:00 am – 4:00 pm
Saturday	9:00 am – 12:00 pm

2. Have (1) valid form of photo identification.
3. To complete the process **you must** email a copy of the fingerprinting receipt from FYI Fingerprints to Barbara Liberto @ Barbara_liberto@hcpss.org or send it to Barbara Liberto, Office of Human Resources, 10910 Clarksville Pike, Ellicott City, MD 21042.

Placement Process

Placement is completed each semester by the Field Placement Coordinator (coordinator). The following points are applicable to the graduated field-based experience:

- All pre-candidates and candidates are required to complete the *Field Experience Application Form* for placement in field experience in the public schools. This form must be computer-processed and delivered to the instructor of record, who will collect all forms from enrollees and then submit those forms to the coordinator for official processing. The *Field Experience Application Form* and other applicable forms are included in this manual and are also available at the SOE/Resources Link.

- Pre-candidates and candidates must satisfy the minimum clock hours required at each phase of field-based experience.

- Each pre-candidate and candidate participating in a field experience requirement must submit to the P-8 teacher (mentor teacher) the *Timesheet* for him/her to provide initials verifying the time the pre-candidate and candidate spent in the classroom. The enrollees are responsible for making available to the mentor teacher the *Field Experience Evaluation* form, which the mentor teacher will complete and return.

- Each faculty member will collect *Field Experience Evaluation* forms by the completion of the course (during the week on the University Calendar designated final examination week). The data contained in the *Timesheet* and the *Field Experience Evaluation Form* must be considered in determining the grade earned for the field experience requirement, which is reflected in the overall evaluation of the course. **It is the responsibility of the faculty to determine if the required number of hours were met and if the appropriate forms were returned as required.**

- All collected *Field Experience Evaluation* forms and *Timesheets* must be submitted to the coordinator by the end of the time designated on the process timeline. The data from the evaluation form will be filed in the pre-candidate's and candidate's folder and used to guide additional field experience requirements and academic processes.

- Placement each semester will determine the placement of the next semester as the coordinator makes every effort to provide each enrollee with diverse field experience.

- Advisors are encouraged to consider a course schedule that will not require a pre-candidate to enroll in greater than three (3) field experience bearing courses. Enrollment in methods courses is an exception.

- Pre-candidates and candidates registered for more than one course of any field experience phase must receive approval of all involved instructors for the total experiential learning hours required in any given semester. The table on page 3 provides an example of cumulative hours given the number of courses in which the pre-candidate/candidate is enrolled in a single semester.

Field Experience Requirements

Field experience requirements vary based on the phase of the experience being completed. The sections below detail the expectations at each of the four phases of field-based experience. Phase III detailed requirements are included in the Internship Handbook.

Description of Phases of Field-Based Experience

Phase I: Observation and Reflection

Each teacher education pre-candidate will complete field experience assignments as required in the introductory phase of education courses, with observation and reflection as the major activities. A minimum of 16 clock hours of fieldwork experience is required for each introductory course. The required hours must be completed over a period of at least 4 weeks. Please refer to the table on page 6 to determine the number of hours to be completed to accommodate the needs of pre-candidates who are enrolled in multiple courses with field-based requirements. Early and ongoing assessments of observation and reflection competencies are conducted, and feedback provided to pre-candidates. The *Field Experience Report* that accompanies each course at this phase of observation must be adjusted to meet the requirements of each course as evident in the respective syllabus. The completed *Field Experience Evaluation Form* and *Timesheet* must accompany the report.

Phase I Courses for ALL Majors pursuing a bachelor's degree in Early Childhood, Elementary, and Special Education.

Course #	Course Title	Credit
EDUC 202	Educational Psychology	3
SPED 201	Introduction to Needs of Exceptional Individuals	3

All pre-candidates enrolled in the Phase I field experience courses are required to observe and reflect on the experience of the P-8 classroom. The pre-candidates may assist the classroom teacher when requested but are NOT expected to deliver lessons to the whole group or small group of learners. Please refer to the following guidelines for suggestions to complete Phase I field experience requirements. Faculty will make specific suggestions on additional requirements

to meet course specifications according to course content and as outlined in the respective syllabus. These specific requirements will be included in the *Field Placement Expectation Letter* to be delivered to each classroom teacher. The faculty member may choose to identify additional activities to be completed during the field experience from the list on page 16 of this manual.

Phase I Observation Report - Suggested Guidelines

During observation in the classroom, be aware of learning theories, developmental processes (including social, language, and cognitive development), classroom management routines, learner and cultural differences, pedagogical strategies, learning preferences, technology-enhanced instruction, lesson plan development, utilization of Bloom's Taxonomy in questioning techniques, and any other pedagogical strategies that may apply to the specific course requirements. In addition to specific course requirements, a field experience report should address the following specific points:

- Context of Learning Environment
    - Understanding the school and classroom profiles
    - The physical organization of the classroom (create a floor plan to depict)
    - Monitoring of students
    - Routines and procedures
    - Classroom resources
- Planning and Delivering Instruction
    - Standards alignment
    - Lesson plan format and learning objectives
    - Beginning and ending of lessons
    - The pacing of lessons
    - Lesson modifications
    - Pedagogical styles
    - Teaching materials and use of technology
- Diversity and Meeting Learner Needs
    - Strategies to meet Learner Differences (special needs, English Language Learners, Gifted and Talented learners)
    - Interaction with children
- Assessment of Learning Outcomes
    - Formal and Informal assessment
    - Formative and Summative assessments

(Adapted from: Pelletier, C. M. (2013). Strategies for successful student teaching: A guide to student teaching, job search, and your first classroom. (3rd Ed.). Boston, MA: Allyn & Bacon.)

The pre-candidate must be actively involved in observation in the classroom and must not be preoccupied with any non-academic activities and is encouraged to take notes that will guide the writing of the observation report. As the pre-candidate develops the field experience report, s/he must make connections between observations, theories, and strategies studied (e.g., Piaget's theory of cognitive and language development, Vygotsky's Interactionist Theory, Erikson's psychosocial development, Gardener's theory of Multiple Intelligences, and classroom management routines, etc.). Appropriate professional language must be used to explain, describe, and assess observational experience. The pre-candidate must align the experience and activities with InTASC standards.

Phase IIA: Observation, Participation, and Reflection

Each teacher education pre-candidate and candidate will complete field experience assignments as required in the second phase of education courses, with observation, active participation, and reflection as major requirements. Phase IIA consists mainly of 300- and 400- level, non-methods courses in education programs. A minimum of 24 clock hours of field experience is required for each course in each Phase IIA. The field experience report that accompanies each course must be adjusted to meet the requirements of each course as evident in the respective syllabus. The completed *Field Experience Evaluation Form* and *Timesheet* must accompany the field experience report. Suggested activities that may be required are included on page 16 of this manual.

Phase IIA Courses – Early Childhood Education Majors

Course #	Course Title	Credit
EDUC 300	Foundation of Reading Instruction	3
ECED 301	Child Growth and Physiological Development	3
ECED 329	Principles and Practicum in ECED	3
EDUC 408	Measurement and Evaluation	3
REED 401	Diagnosis and Remediation of Reading Difficulties in the Classroom	3

Phase IIA Courses – Elementary Education Majors

Course #	Course Title	Credit
EDUC 300	Foundation of Reading Instruction	3
ELED 301	Curriculum, Planning, and Management	3
EDUC 408	Measurement and Evaluation	3
REED 401	Diagnosis and Remediation of Reading Difficulties in the Classroom	3

Phase IIA Courses – Special Education Majors

Course #	Course Title	Credit
SPED 203	Characteristics of Children with Behavioral and Special Learning Dysfunctions	3
SPED 302	Educational Evaluation of Mildly and Moderately Disabled Children	3
SPED 303	Techniques of Measurement and Evaluation of the Mildly and Moderately Disabled in the Elem/Middle Grades	3
SPED 401	The Special Educator and the Interdisciplinary Team	3
SPED 402	Counseling Parents and Family Members of Learners with Mild and Moderate Disabilities	3
SPED 403	Developing Individualized Education Programs (IEP's) for Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades	3
EDUC 300	Foundation of Reading Instruction	3
REED 401	Diagnosis and Remediation of Reading 3 Difficulties in the Classroom	3

The following guideline is a suggestion for completing the Phase IIA field experience assignment. The faculty may make additional requests based on the focus of the course and may refer to the list of suggested activities on page 16 to require specific activities of each enrollee.

The pre-candidate and candidate must be actively involved in observation and participation in the classroom, must not be preoccupied with any non-academic activities, and must take notes that will guide the writing of the observation report. As the pre-candidate and candidate develops the field experience report, s/he must make connections between observations, theories, and strategies studied. Appropriate professional language must be used to explain, describe, and assess observational experience. The pre-candidate and candidate must align the experience and activities to InTASC standards.

Phase IIA Observation, Participation, and Reflection – Suggested Report Guidelines

During observation in the classroom, be aware of learning theories, developmental processes (including social, language, and cognitive development), classroom management routines, learner and cultural differences, pedagogical strategies, learning preferences, technology-enhanced instruction, lesson plan development, utilization of Bloom's Taxonomy in questioning techniques, and any other pedagogical strategies that may apply to the specific course requirements. Therefore, a field experience report should address the following specific points:

- Context of Learning Environment
    - Understanding the school and classroom profiles
    - The physical organization of the classroom (create a floor plan to depict)
    - Monitoring of students
    - Routines and procedures
    - Classroom resources
- Planning and Delivering Instruction
    - Standards alignment
    - Lesson plan format and learning objectives
    - Beginning and ending of lessons
    - The pacing of lessons
    - Lesson modifications
    - Pedagogical styles
    - Teaching materials and use of technology
- Diversity and Meeting Learner Needs
    - Strategies to meet Learner Differences (special needs, English Language Learners, Gifted and Talented learners
    - Interaction with children
- Assessment of Learning Outcomes
    - Formal and Informal assessment
    - Formative and Summative assessments
    - Growing and Developing During this Experience
    - Bit Teaching/Small Group Interaction:
    - Work with individual learners or small groups;
    - assess remediation and excellence;
    - deliver designed intervention
- Personal and Professional Growth:
    - Participation that guides or fosters personal and professional development. Cite specific examples.

- Response to Authority: Willingness to work cooperatively and collaboratively with P-8 teacher. Cite specific examples.
- Approach to a Diverse Student Population: Strategies to demonstrate cultural and ethnic sensitivity and other inter-individual differences.
- Orientation to Teaching: Contemplate the processes observed and applied that will assist you in becoming an effective teacher.

(Adapted from: Pelletier, C. M. (2013). Strategies for successful student teaching: A guide to student teaching, job search, and your first classroom. (3rd Ed.). Boston, MA: Allyn & Bacon.)

Phase IIB: Observation, Participation, Integration, and Reflection (Methods)

Each teacher education candidate will participate in an extensive field experience beginning in methods courses. The candidate is required to observe the integration of theory and practice and to apply practices as s/he instructs small and/or whole groups in the classroom. Classroom teachers and university faculty guide the candidates as they integrate theory, practice, learner needs, and student learning outcomes. A minimum of 20 days of field experience are required at Phase IIB. After completing Phase IIB (20 days) and Phase III (80 days) of field experience, each candidate will meet the state minimum requirement of 100 school days experiential learning. Ongoing assessments of teaching, classroom management, professionalism, disposition, technology as a resource for teaching, communication skills, and reflection competencies are conducted, evaluated, and feedback provided during Phase IIB. The faculty will observe each candidate deliver at least one lesson during the 20 days guided practices in the P-8 classroom. The lesson may be recorded to facilitate review and feedback. This observation, a formative assessment, will be evaluated by the faculty using the standards-based internship evaluation, which will provide guidance for the candidate during the second phase of the extensive internship. The field experience report required at this phase of guided practice must reflect the content of the methods course and any other specific activities outlined in the syllabus.

Methods Courses – Early Childhood Education Majors (15 credits)

Course #	Course Title	Credit
ECED 330	Methods of Teaching Language Arts in Early Childhood Education	3
ECED 331	Methods of Teaching Social Studies in Early Childhood Education	3
ECED 333	Methods of Teaching Reading in Early Childhood Education	3
ECED 337	Methods of Teaching Science in Early Childhood Education	3
ECED 338	Methods of Teaching Mathematics in Early Childhood Education	3

Methods Courses – Elementary Education Majors (15 credits)

Course #	Course Title	Credit
ELED 302	Methods of Teaching Mathematics in Elementary Schools	3
ELED 303	Methods of Teaching Reading in the Elementary School	3
ELED 304	Methods of Teaching Language Arts in the Elementary School	3
ELED 305	Methods of Teaching Science in the Elementary School	3
ELED 306	Methods of Teaching Social Studies in the Elementary School	3

Methods Courses – Special Education Majors (12 credits)

Course #	Course Title	Credit
SPED 301	Curriculum Organization and Management in the Education of Learners with Mild a/or Moderate Disabilities in the Elementary/ Middle Grades	3
SPED 304	Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and/or Moderate Disabilities in the Elementary/ Middle Grades: Communication Skills	3
SPED 305	Curriculum Objectives, Methods, and Materials for Teaching the Mildly and Moderately Disabled Learner in the Elementary/Middle Grades: Math, Social Studies, and Science	3
SPED 306	Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and/or Moderate Disabilities in the Elementary/Middle Grades: Affective, Psychomotor, and Prevocational Skills	3

Please refer to the following guidelines for completing Phase IIB field experience report. University faculty will require additional activities aligned to course content.

Phase IIB Observation, Participation, Integration, and Reflection – Suggested Report Guidelines

Participation and observation in the classroom require attention to learning theories, developmental processes, classroom management routines, individualized instruction/learner differences, teaching and learning strategies (including use of technology to enhance instruction), parent involvement strategies, approaches to facilitate culturally relevant pedagogy, professional disposition, alignment of content and professional standards, and any other pedagogical strategies that may apply. The candidate (pre-intern) will teach at least a complete lesson for each enrolled subject/methodology course. The lesson may be recorded and will be evaluated by the University faculty. The *Internship Evaluation Rubric*, beginning on page 28, must be used as the assessment tool for Phases IIB and III of field experience.

Participation and reflection are required. The candidate must observe the P-8 teacher to document best practices. Best practices may be reflected in use of learning theories, developmental processes (including social, language, and cognitive development), classroom routines, learner and cultural differences, pedagogical strategies, learning preferences, technology enhanced instruction, lesson plan development, utilization of Bloom's Taxonomy in questioning techniques, and any other pedagogical strategies that apply to methods course requirements. A field experience report should address the following specific points:

- Context of Learning Environment
    - Understanding the school and classroom profiles
    - The physical organization of the classroom (create a floor plan to depict)
    - Monitoring of students
    - Routines and procedures
    - Classroom resources
- Planning and Delivering Instruction
    - Standards alignment
    - Lesson plan format and learning objectives

    - Beginning and ending of lessons
    - The pacing of lessons
    - Lesson modifications
    - Pedagogical styles
    - Teaching materials and use of technology
- Diversity and Meeting Learner Needs
    - Strategies to meet Learner Differences (special needs, English Language Learners, Gifted and Talented learners
    - Interaction with children
- Assessment of Learning Outcomes
    - Formal and Informal assessment
    - Formative and Summative assessments
- Growing and Developing During this Experience
    - Bit Teaching/Small Group Interaction: Work with individual learners or small groups; assess remediation and excellence; deliver a designed intervention
    - Personal and Professional Growth: Participation that guides or fosters personal and professional development. Cite specific examples.
    - Response to Authority: Willingness to work cooperatively and collaboratively with P-8 teacher - Cite specific examples.
    - Approach to a Diverse Student Population: Strategies to demonstrate cultural and ethnic sensitivity and other inter-individual differences.
    - Orientation to Teaching: Contemplate the processes observed and applied that will assist you in becoming an effective teacher.
- Reflection
    - Reflect on activities related to your beliefs, readiness, and preparation.
    - How do professional activities align with InTASC standards?

(Adapted from: Pelletier, C. M. (2013). Strategies for successful student teaching: A guide to student teaching, job search, and your first classroom. (3rd Ed.). Boston, MA: Allyn & Bacon.)

In addition to addressing the previous points in the field experience report, the candidate must assess his/her role in the classroom and document the impact on student learning realized during the experience. The candidate may use samples of children's assignments completed during the lesson taught or activities delivered to document the impact on student learning. The completed *Field Experience Observation Form* and *Timesheet* are included in the field experience report.

Phase III: Internship, Seminar, and Reflection (Part II of Extensive Internship)

The Phase III requirements of the bachelor's programs in early childhood education, elementary education, and special education are detailed in the *Internship Handbook*.

Unit's Assessment and Accountability System (UAAS)

The Unit's Assessment and Accountability System reflects a systematic process with transition points of assessing candidate performance in meeting program, state, and national standards. The UAAS reflects a systematic process with milestones to assess candidate performance in meeting program and state standards. The assessment of appropriate competencies expected of a *Reflective Facilitator of Learning* is evident from program entry to exit. All pre-candidates and candidates must secure access to the UAAS through purchasing a Watermark/TK20 account.

Program milestones are detailed below.

Teacher Education Milestones Assessment Process – (Initial Certification Level)

Milestone I: Admission to Teacher Education – *Review data of all pre-candidates to determine any intervention to support success in methods and program completion; design and implement intervention based on analysis of data; review of data conducted end of each semester*

- At least 30 credits completed** (ENGL101 & 102; MATH 131; EDUC 202; EDUC 300; SPED 201)
- GPA 3.0 or better/Praxis I and 2.85 GPA
- Grades – Detailed course review
- Portfolio I:
  - Resumé (EDUC 202) (SPED 587)
  - Philosophy of Education/Teaching (EDUC 202) (SPED 587)
  - Lesson Plan (EDUC 300) (REED 504)
- Interview Team and Self-Disposition Evaluations
- Application for Admission to Teacher Education
- Passing Scores on Writing Sample*
- Passing Scores on Admissions Interview*

**Aligned to CAEP Standard 3: Candidate Recruitment, progression, and Support*
*** 9 credits for graduate students*

Milestone II: Admission to Internship – *Review holistic candidate data to determine growth, needs, and future intervention; review conducted at the end of semester prior to internship*

- GPA 3.0 or better/Praxis I and 2.85 GPA
- Grades - all coursework completed
- Praxis II scores – attempt verified; scores determine any needed intervention
- Portfolio II:
  - Updated resume & philosophy statement
  - Student Profile (ECED 338/ELED 302/SPED 305) (SPED 541) (CUIN 606)
  - Student Preference Survey (ECED 333/ELED 303/SPED 304) (SPED 521) (CUIN 606)
  - Classroom Profile (ECED 330/ELED 304/SPED 304) (SPED 541) (CUIN 606)
  - Unit Plan (ECED 331/ELED 306/SPED 304) (SPED 531) (CUIN 606)
  - Planning Reflection & Revision (ECED 337/ELED 305/SPED 305) (SPED 531) (CUIN 606)
- Passing score on Admissions Interview
- Passing Scores on Writing Sample
- Interview Team and Self-Disposition Evaluations

**Aligned to CAEP Standard 1: Content & Pedagogical Knowledge; Standard 3: Candidate Recruitment, Progression, and Support*

Milestone III: Exit from Program –*Review data to determine readiness for employment; review conducted at end of program*

- GPA 3.0 or better/ Praxis I and 2.85 GPA
- Grades - all coursework completed
- Passing scores on all required Praxis II exams and Teaching Reading in Elementary
- Grades – Detailed course review
- Student Teacher Evaluation Ratings*
- Intervention Study & Presentation **

- PPAT scores*
- Passing score on ePortfolio***
- Passing scores on Exit Interview***
- Interview Team and Self-Disposition Evaluations

**Aligned to CAEP Standard 1: Content & Pedagogical Knowledge*
***Aligned to CAEP Standard 2: Clinical Partnership & Practice*
**** Aligned to CAEP Standard 3: Candidate Recruitment, Progression, and Support*

Post Completion – *Review data to determine program effectiveness in meeting workforce expectations; review conducted each semester*

- Professional Advisory Council on Education*
  - Achievement of P-6 students
  - Satisfaction with completer preparation
- Alumni Educational Council*
  - Focus Group
  - Principal Evaluation of graduate effectiveness

** Aligned to CAEP Standard 4: Program Impact*

NOTE: CAEP Standard 5: Quality Assurance System and Continuous Improvement is aligned to each Milestone

Sample Letter: Field Placement Introduction and Expectations

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
2500 West North Avenue, Baltimore, Maryland 21216
"Educator as a Reflective Facilitator of Learning"

[Date],

Dear Teacher Professional:

I thank you for your willingness to serve our teacher education major as they begin the process of becoming a teacher. As educators, we know that experiential learning is critical in teacher preparation. Teacher education majors are placed in the field to determine whether they have the propensity to be teachers, want to be teachers, and to learn effective strategies from master teachers, such as you. The education major is seeking to understand the teaching and learning process and the role of the teacher in that process. The education major assigned to your classroom is in Phase --- of the experiential learning experience, which requires XX hours.

It is important that you involve the education major in the teaching and learning process as much as possible. As such, I ask that you do not allow him/her to sit and observe your instruction in the classroom. Rather, I ask that you involve the education major in the teaching and learning process by assigning him/her to assist specific learners, to participate in small group activities, or in any other meaningful manner that you see appropriate. Meaningful participation during this field experience activity is critical. I am requiring that each education major completes specific activities, which include (see list on next page)

Each education major is expected to complete a field experience report at the end of the semester. The report will detail strategies observed and ways the education major was involved in the classroom. The education major must document the number of hours s/he spends in your classroom. I ask that you initial the *Field Experience Timesheet* as the education major completes the time in your classroom. The *Timesheet* provides documentation of the hours spent in your classroom. There is also the *Field Experience Evaluation* form that I ask you to complete to provide an analysis of specific dispositional traits that the education major displayed in your classroom.

As always, I thank you for your service to the profession and again for your willingness to assist us as we continue to prepare teachers who are effective and committed to the profession and to our children. Please let me know if you have questions or comments.

Sincerely,

(NAME) CSU Faculty

Suggested List of Field Experience Assignments

- Complete small group instruction on teacher assigned activity.
- Listen to students read.
- Assist students with independent seatwork.
- Tutor student or small group in a content area.
- Observe for and describe modifications and adaptations made to accommodate the needs of exceptional children.
- Observe and describe student behaviors to document how individual students or groups of students behave.
- Ask about, observe, and include in the report specifics on how teachers use technology in teaching.
- Interview teacher to determine strategies to maximize parent involvement strategies.
- Teach lesson segments.
- Develop descriptions of small and/or large group dynamics.
- Develop a content specific bulletin board.
- Observe and converse with school personnel on data analytics in the classroom.

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Office of Field Placement and Professional Development Schools
"Educator as a Reflective Facilitator of Learning"

Application for Field Experience Placement
Form A: Methods

Part 1: To be completed by Candidate

_____
Date of Application

Name: _____ ID#:_____
Email Address: _____ GPA: _____
Advisor: _____ Major: _____

Semester Requested: □ Fall □ Spring Year: _____

Course/s affiliated with field experience request: _____
Course/s Instructor/s: _____
Hours Required: _____ Expected Date of Graduation: _____

Are you currently enrolled in other courses that require field experience? □ Yes □ No

CSU has partnership with the schools below. Rank your placement preference.

□ Rosemont Elementary/Middle □ Gwynns Falls Elementary □ Dorothy I. Height Elementary
□ Pitts-Ashburton Middle □ Robert W. Coleman Elementary □ Talbott Springs Elementary
□ Matthew Henson Elementary □ Running Brook Elementary

Indicate days available to complete the required 20 days in the classroom:
____Monday ____Tuesday ____Wednesday ____Thursday ____Friday

Part II: Completed after placement by the Site Liaison and Field Placement Coordinator

School Assignment: _____ Principal: _____
Grade/Subject: _____Mentor Teacher:_____
CSU Course: _____ Hours Required: Experience Focus: _____
Start Date: _____ End Date: _____
Comments: _____

LEA Administrator's Signature: _____ Date: _____

Field Placement Coordinator's Signature: _____ Date: _____

Upon placement, copy provided to Department Chair and Instructor; Original retained in FPC's Office.

Revised Fall 2022

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Office of Field Placement and Professional Development Schools
"Educator as a Reflective Facilitator of Learning"

Application for Field Experience Placement
Form B: Early Field Placement

Part 1: To be completed by Pre-/Candidate

_____
Date of Application

Name: _____ ID#:_____
Email Address: _____ GPA: _____
Advisor: _____ Major: _____

Semester Requested: □ Fall □ Spring Year: _____

Course/s affiliated with field experience request: _____
Course/s Instructor/s: _____
Hours Required: _____ Expected Date of Graduation: _____

Are you currently enrolled in other courses that require field experience? □ Yes □ No

CSU has partnership with the schools below. Rank your placement preference.

□ Rosemont Elementary/Middle □ Gwynns Falls Elementary □ Dorothy I. Height Elementary
□ Pitts-Ashburton Middle □ Robert W. Coleman Elementary □ Talbott Springs Elementary
□ Matthew Henson Elementary □ Running Brook Elementary

Indicate days available to complete the required hours in the classroom:
____Monday ____Tuesday ____Wednesday ____Thursday ____Friday

Part II: Completed after placement by the Site Liaison and Field Placement Coordinator

School Assignment: _____ Principal: _____
Grade/Subject: _____Mentor Teacher:_____
CSU Course: _____ Hours Required: Experience Focus: _____
Start Date: _____ End Date: _____
Comments: _____

LEA Administrator's Signature: _____ Date: _____

Field Placement Coordinator's Signature: _____ Date: _____

Upon placement, copy provided to Department Chair and Instructor; Original retained in FPC's Office.

Revised Fall 2022

COLLEGE OF ARTS & SCIENCES, AND EDUCATION

Office of Field Placement

2500 West North Avenue, Baltimore, Maryland 21216

Grace Hill Jacobs Room 709; (410) 951 – 3081

"Educator as a Reflective Facilitator of Learning"

FIELD EXPERIENCE TIMESHEET

Name:_____ID#: _____

Course Enrolled: _____Course Instructor: _____

Field Experience Site: _____

P-12 Clinical Educator:_____

Grade:_____ Subject: _____

Type of Experience Requested: *(Check response)* □ Observation (Early) □ Participation (Methods)

Semester Completed: □ Fall □ Spring□ Summer Year _____

DIRECTIONS to Pre/Candidate: Please complete this *Timesheet* each day you are in the field experience classroom. Secure the P-8 Clinical Educator's (Mentor Teacher (MT)) initials after each entry. At the end of the experience, return the completed form to your professor. *(Additional directions on reverse side.)*
Each course requires a SEPARATE Field Experience timesheet, which is to be submitted to the professor of record.

Date	Time In	Time Out	# of Hours	Description of Activities Completed	Teacher's Initials

Total Hours Completed: _____

Comments: _____

_____

_____

_____ _____ _____ _____

P-12 Teacher's Signature Date Course Instructor's Signature Date

Upon receipt of practicum assignment from the Field Placement Coordinator

- ✓ Report to school assigned.
- ✓ Meet with the classroom teacher and arrange a schedule that will accommodate your available time.
- ✓ Discuss field experience activities with the P-12 Teacher in order that he/she will understand the areas in which you will be evaluated. Refer to the *Field Experience Manual* for specific activities required by each course with practicum requirements.
- ✓ Return the *Field Experience Timesheet* to your University Professor immediately upon completion and before the end of the semester. If these forms are not submitted, you WILL NOT receive a grade for the course. Your University Professor will forward the form to the Field Placement Coordinator.
- ✓ If you are unable to report to your assigned school at any time during this field experience, please contact the P-8 teacher.

NOTE:

- **Pre-Candidate refers to the education major prior to admission to teacher education.**
- **Candidate refers to the education major who is admitted to teacher education.**

COLLEGE OF ARTS & SCIENCES, AND EDUCATION

Office of Field Placement and Professional Development Schools

2500 West North Avenue, Baltimore, Maryland 21216

Grace Hill Jacobs Room 709; (410) 951 – 3081

"Educator as a Reflective Facilitator of Learning"

FIELD EXPERIENCE EVALUATION FORM

Directions to Pre/Candidate: *Complete the information section of this form and deliver to your P-8 teacher.*

Name:_____ **ID#:** _____
Course Enrolled: _____ **Course Instructor:** _____
Major:_____ **Semester:** _____
Field Experience Site: _____ **P-12 Teacher:** _____
Grade:_____ **Subject:** _____
Type of Experience Requested: *(Check response)* □ Observation (Early) □ Participation (Methods)
Dates of Involvement: _____ **Total Hours Completed:** _____
Semester Completed: □ Fall □ Spring □ Summer Year _____

DIRECTIONS to P-8 Teacher: *Please complete this evaluation form and return it for our records. Check the response that most approximates your opinion regarding the performance of the prospective teacher who observed in your classroom.*

Measure	Always	Usually	Sometimes	Rarely
1. The prospective teacher was on time for field experience hours.				
2. The prospective teacher portrayed a professional image in appearance and behavior.				
3. The prospective teacher was attentive and respectful of the students, practicum supervisor, and ongoing activities.				
4. The prospective teacher was actively involved in the instructional process and was willing to help in the classroom.				
5. The prospective teacher was enthusiastic to teach and learn.				
6. The prospective teacher was recognized and willingly support English Language Learners and Special Education students.				
7. If necessary, the prospective teacher notified the practicum supervisor if he/she had to be absent or late for sessions.				
Comments:				

_____ _____ _____ _____

P-8 Teacher's Signature Date Course Instructor's Signature Date

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
2500 West North Avenue, Baltimore, Maryland 21216
"Educator as a Reflective Facilitator of Learning"

APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Name:_____ ID: _____
Advisor: _____ *GPA:* _____
Major:_____ Minor: _____

Praxis Core Scores: Mathematics _____
Reading _____
Writing _____

_____ _____
Signature of Applicant Date

Department Review

Number of Credits Completed:_____Verified GPA: _____
Mathematics Courses Completed: _____
English Courses Completed: _____
Admission Interview Score:_____ Admission Essay Score: _____
Praxis Core Scores/GPA Verified: □ Yes □ No Disposition Review Completed: □ Yes □ No
Disposition Score: _____
Comments:_____

□Recommend for Admission □ Do Not Recommend for Admission _____ _____ Signature of Academic Advisor Date	□Recommend for Admission □ Do Not Recommend for Admission _____ _____ Signature of Department Chair Date

Office of Field Placement Review

□ Reviewed by TEC Date:_____Results: _____
□ Letter sent to Applicant Date: _____ _____
Signature, Field Placement Coordinator

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
2500 West North Avenue, Baltimore, Maryland 21216

"Educator as a Reflective Facilitator of Learning"

Disposition Assessment Form (Self-Administered)

Name:_____ **ID #:**_____ **Date:** _____

Program:_____ **Milestone #:** □ I □ II □ III

Professional dispositions are the values, beliefs, and attitudes that influence behaviors toward students, families, colleagues, and communities (Learning Community) and which affect student learning and achievement, and motivation; safety and successful yield within the learning environment, well-being of others, motivation, and development, as well as the educator's own professional growth (Professional Behaviors). As such, unit faculty and stakeholders consider sincerely held, professional dispositions ultimately lead to positive actions and patterns of professional conduct. **Directions:** Each pre/candidate will complete the *Disposition Assessment Form* to measure the level to which s/he believes that s/he demonstrates the values of the CSU dispositional measures. The candidate must upload the self-administered *Disposition Assessment Form* to each milestone of the program review process in the UAAS.	**Rating Scale** 4= Exceeds Expectation 3=Meets Expectation 2= Needs Improvement 1= Unacceptable

I: Disposition as a Value

Candidate Contribution to Learning Community

1. ***Value Statement:*** *Candidate contributes to the learning community and embraces the principle of fairness and a belief that all students can learn. I*

a.	**Respect learners'** differing strengths and needs and is **committed** to using this information to further each learner's development *(InTASC 1)*	□4	□3	□2	□1
b.	**Am committed** to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning *(InTASC 3).*	□4	□3	□2	□1
c.	**Respect** learners' diverse strengths and needs *(InTASC 7).*	□4	□3	□2	□1
d.	Am **committed** to using information on student diverse strengths and needs to plan effective instruction. *(InTASC 7).*				
Overall Rating for Contribution to Learning Community:		□4	□3	□2	□1

Candidate Commitment to Profession

2. ***Value Statement:*** *Candidate demonstrates a high regard for the profession. I*

a.	**Am committed** to exploring how the use of new and emerging technologies can support and promote student learning (*InTASC 8).*	□4	□3	□2	□1
b.	**Take initiative** to grow and develop with colleagues through interactions that enhance practice and support student learning (*InTASC 10).*	□4	□3	□2	□1
c.	**Actively share** responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. *(InTASC 10).*	□4	□3	□2	□1
Overall Rating for Commitment to Profession:		□4	□3	□2	□1

3. ***Value Statement:*** *Candidate continually studies and reflects upon theory, research, policy and practice in order to improve teaching effectiveness. I*

a.	**Realize that content knowledge** is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field *(InTASC 4)*.	□4	□3	□2	□1
b.	**Appreciate multiple perspectives** within the discipline and facilitates learners' critical analysis of these perspectives *(InTASC 4).*	□4	□3	□2	□1
c.	**Value knowledge** outside his/her own content area and how such knowledge enhances student learning *(InTASC 5).*	□4	□3	□2	□1
d.	**Value flexible learning environments** that encourage learner exploration, discovery, and expression across content areas *(InTASC 5).*	□4	□3	□2	□1
e.	See self as **a learner, continuously seeking opportunities** to draw upon current education policy and research as sources of analysis and reflection to improve practice *(InTASC 9).*	□4	□3	□2	□1
f.	**Understand the expectations of the profession** including codes of ethics, professional standards of practice, and relevant law policy *(InTASC 9).*	□4	□3	□2	□1

Overall Rating for Commitment to Profession: □4 □3 □2 □1

II: Disposition as Both Belief and Value

Candidate Contribution to a Positive Learning Environment

4. ***Belief and Value Statements:*** *Candidate exhibits energy and determination to make the classroom a safe and supportive learning environment. I*

a.	**Believe** that all learners can achieve at high levels and persists in helping each learner reach his/her full potential *(InTASC 2).*	□4	□3	□2	□1
b.	**Believe** that plans must always be open to adjustment and revision based on learner needs and changing circumstances *(InTASC 7).*	□4	□3	□2	□1
c.	**Commit to deepening awareness and understanding** the strengths and needs of diverse learners when planning and adjusting instruction *(InTASC 8).*	□4	□3	□2	□1

Overall Rating for Contribution to Positive Learning Environment: □4 □3 □2 □1

III: Disposition as Attitude

Candidate Contribution to the Well-Being of Others

5. ***Attitude Statement:*** *Candidate demonstrates a commitment to the Well-being of Students, Families, and Communities. I*

a.	**Value** the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development *(InTASC 1).*	□4	□3	□2	□1
b.	**Commit to working with learners**, colleagues, families, and communities to establish positive and supportive learning environments *(InTASC 1).*	□4	□3	□2	□1
c.	**Respect learners as individuals** with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests *(InTASC 2).*	□4	□3	□2	□1

Overall Rating for Contribution to Well-Being of Others: □4 □3 □2 □1

IV: Disposition as Belief

Candidate Commitment to the Profession

6. ***Belief Statement:*** *Candidate demonstrates commitment to Professional Competence and Ongoing Professional development. I*

a.	**Commit to making accommodations** in assessments and testing conditions, especially for learners with disabilities and language learning needs. *(InTASC 6).*	□4	□3	□2	□1
b.	**Commit to the ethical use of various assessments** and assessment data to identify learner strengths and needs to promote learner growth *(InTASC 6).*	□4	□3	□2	□1

Overall Rating for Commitment to Profession: □4 □3 □2 □1

Comments:

_____

_____

_____

Candidate's Signature:_____ Date: _____

Appendix A

Internship Application

COLLEGE OF ARTS & SCIENCES, AND EDUCATION

Department of Teaching and Learning
2500 West North Avenue
Baltimore, MD 21216
Phone (410) 951-3067 swhitfield@coppin.edu

_____
Date of Application

PERSONAL INFORMATION

Name: _____ ___ _____ ___/___/___ _____
First MI Last Date of Birth ID #

Local Address: _____ _____ _____ _____
Street/Apt # City State Zip

Phone #: _____ Email Address: _____

Academic Major: _____ Minor: _____

GPA: _____ Expected date of Graduation: _____

Do you have a car? □ **Yes** □ **No**

ADDITIONAL INFORMATION *(Check appropriate answer)*

Yes	**No**	
□	□	Have you ever been convicted of violation of law other than a minor traffic ticket?
□	□	Do you have criminal changes or procedures pending?

If you answer "yes" to any of the above questions, please explain on a separate page and attach.

Complete your field experience information below

Course	**Semester/Year**	**Placement Site**	**Grade Observed**	**P-12 Clinical Educator**	**# of hours completed**
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

ADDITIONAL INFORMATION *(Please indicate the correctness of each statement by initialing on each space provided.)*

_____ I have completed all general education requirements.

_____ I have completed major and minor course requirements.

_____ I have a grade point average of at least 3.0 GPA/ 2.85GPA with Praxis I (BS)

_____ I have □taken □passed all Praxis II requirements. (Check the appropriate box.)

_____ I have □taken □passed the Milestone II interview requirement. (Check the appropriate box.)

_____ I have □taken □passed the Milestone II writing requirement. (Check the appropriate box.)

_____ I have completed the physical examination requirement.

_____ I have completed the background check.

Return the completed, computer-processed form to the Office of Field Placement – GHJ 709

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
2500 West North Avenue, Baltimore, Maryland 21216
"Educator as a Reflective Facilitator of Learning"

INTERN PROFILE SHEET

Semester, Year: _____

Candidate's Name: _____ ID #: _____

Mailing Address: _____
_____
_____

Home Phone Number: _____
Cell Phone Number: _____
Email Address: _____

Major: _____ Minor: _____

Current Employer (If Applicable): _____
Job Title (If Applicable): _____

Courses Taking This Semester: _____

Methods Information

Methods Course	Instructor	Site/School Hosted	Semester/Year Taken

Notes: _____
_____
_____

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
2500 West North Avenue, Baltimore, Maryland 21216
"Educator as a Reflective Facilitator of Learning"

INTERN HEALTH STATUS FORM

- All prospective interns must have a physical examination prior to internship.
- All prospective interns must have a chest x-ray or a Tuberculin skin test prior to internship.
- Please complete the upper portion of this form and submit it to your health practitioner. Once you have the health practitioner's signature, return the form to the Office of Field Placement.

Name:_____ ID#: _____
Address: _____
Telephone #:_____ Email Address: _____

Date of Last Medical Examination: _____

Current Health Status: □ Excellent □ Good □ Poor

Comments that relate to any physical condition affecting student teaching:

_____
_____
_____
_____

Date of last chest x-ray or skin test:_____(must be within the last six (6) months)
Results: □ Positive □ Negative

_____
Signature of Physician or Nurse

_____
Title

_____
Date

Sample Evaluation Rubrics by Program

BACHELOR OF SCIENCE AND MASTER OF ARTS IN TEACHING IN ELEMENTARY EDUCATION

DEPARTMENT OF TEACHING AND LEARNING, SCHOOL OF EDUCATION

INTERNSHIP EVALUATION ☐ Formative ☐ Summative

Candidate Name:	Date of Observation:
Mentor Teacher:	University Supervisor:
Clinical Site:	Placement: ☐ Rotation I ☐ Rotation II
Content Area/Lesson Topic:	Grade Level:
Intern's Signature:	Supervisor's Signature:

INSTRUCTIONS: Candidate's performance will be rated using the following scale. The items listed represent expectations as articulated in professional (ACEI) and institutional (CSU) standards. Ratings on each of the items represent the candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors/mentor teachers should take into consideration expectations that are developmentally appropriate. Supervisors/ mentor teachers should also identify areas of strength and action plans to address areas for growth. The results should be discussed with candidates to ensure the attainment of competencies as expected of the profession.

1 = Unacceptable. Candidate demonstrates unacceptable level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
2 = Needs Improvement. Candidate demonstrates limited level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
3 = Meets Standards. Candidate demonstrates proficient level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
4 = Exceeds Standards. Candidate demonstrates in-depth level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.

I. Institutional Standards (InTASC, Maryland P12 Priorities and CSU CF 1-3)					
Broad and Integrative Knowledge, Skills and Professional Dispositions	**1**	**2**	**3**	**4**	**N/A**
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experience (InTASC 1).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3)					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that support instructional and assessment activities (MTTS IV and V).					
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).					
Areas of Strength and Areas for Growth					

II. Professional Standards (ACEI)					
Program Standard I: Development, Learning, and Motivation	**1**	**2**	**3**	**4**	**N/A**
Delivers a creative and relevant introduction which activates prior knowledge and engages students' learning. [ACEI 1.0]					
Relates content to learner's interest and experience to motivate students. [ACEI 1.0]					
Considers the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction. [ACEI 1.0]					
Provides instruction that is achievable but also challenging for children at various developmental levels. [ACEI 1.0]					
Provides developmentally appropriate learning experience so all students can learn. [ACEI 1.0]					
Applies learning theory and knowledge of human development to the teaching-learning process. [ACEI 1.0]					
Utilizes knowledge of development stages (e.g. Piaget, Erickson) to plan lessons and select teaching strategies and activities [ACEI 1.0]					
Areas of Strength and Areas for Growth					

Program Standard II: Curriculum	1	2	3	4	N/A
Demonstrates a high level of competence in the discipline/subject area. [ACEI 2.0]					
Uses writing, speaking, listening, and thinking skills to help students apply their developing skills to many different situations, materials, and ideas [ACEI 2.0]					
Knows and uses the major concepts, skills, and processes in the subject area they teach [ACEI 2.0]					
Designs and implements age-appropriate inquiry lessons to teach and build upon students' knowledge [ACEI 2.0]					
Generates experience to strengthen students' abilities to perform task in the content area [ACEI 2.0]					
Creates instructional activities that allow students to examine constructivist learning theory [ACEI 2.0]					
Demonstrates appropriate content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7].					
Demonstrates appropriate pedagogical content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7].					
Areas of Strength and Areas for Growth					

Program Standard III: Instruction	1	2	3	4	N/A
Motivates students to appreciate and be engaged in the subject matter [ACEI 3.1]					
Utilizes a variety of resources (print and on-print) to benefit and enhance student learning [ACEI 3.1]					
Identifies differences in approaches to learning including learning styles & differentiated instruction [ACEI 3.2]					
Identifies and designs instruction appropriate to K-6 students' needs [ACEI 3.2]					
Uses teaching strategies (e.g. cooperative learning, direct instruction) to encourage critical thinking and problem solving [ACEI 3.3]					
Demonstrates principles of effective classroom management. [ACEI 3.4]					
Creates supportive learning environments for social interaction [ACEI 3.4]					
Models effective communication strategies to convey ideas and ask questions [ACEI 3.5]					
Uses oral and written discourse to develop student's understanding of subject matter [ACEI 3.5]					
Use a variety of media communication tools to enrich learning opportunities [ACEI 3.5]					
Areas of Strength and Areas for Growth					

Program Standard IV: Assessment	1	2	3	4	N/A
Identifies assessments tools and strategies, accurately and systematically, that are necessary for monitoring student learning; [ACEI 4.0]					
Uses appropriately a variety of formal and informal assessment techniques to evaluate student progress [ACEI 4.0]					
Monitors their own teaching strategies and behaviors in relation to student success [ACEI 4.0]					
Modifies plans and instructional approaches according to development of students [ACEI 4.0]					
Uses data to drive instruction based on formative assessment [ACEI 4.0]					
Areas of Strength and Areas for Growth					

Program Standard V: Professionalism	1	2	3	4	N/A
Knows and uses major areas of research on teaching and of resources for professional learning [ACEI 5.1]					
Use classroom observation and information about students as sources for evaluating the outcome of teaching [ACEI 5.1]					
Reflects and revises on daily teaching practices. [ACEI 5.1]					
Uses academic and professional language in conferences with mentor teacher and university supervisor to express planning and preparation [ACEI 5.1]					
Understands schools as organizations with the larger school community context and utilizes collaboration with school personnel (e.g.: mentor teacher, special educator, instructional support teachers) [ACEI 5.2]					
Collaborates with university supervisor and mentor teacher; uses feedback from stakeholders to ensure successfully planned lesson [ACEI 5.2]					
Areas of Strength and Areas for Growth					

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

DEPARTMENT OF TEACHING AND LEARNING, SCHOOL OF EDUCATION

INTERNSHIP EVALUATION ☐ Formative ☐ Summative

Candidate Name:
Supervising Teacher:
Clinical Site:
Subject of Lesson:
Intern's Signature:

Date of Observation:
University Supervisor:
Placement: ☐ Rotation I ☐ Rotation II
Grade Level:
Supervisor's Signature:

INSTRUCTIONS: Candidate's performance will be rated using the following scale. The items listed represent expectations as articulated in professional (NAEYC) and InTASC) standards. Ratings on each of the items represent the candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors/mentor teachers should take into consideration expectations that are developmentally appropriate. Supervisors/ mentor teachers should also identify areas of strength and action plans to address areas for growth. The results should be discussed with candidates to ensure the attainment of competencies as expected of the profession.

1 = Unacceptable. Candidate demonstrates unacceptable level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
2 = Needs Improvement. Candidate demonstrates limited level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
3 = Meets Standards. Candidate demonstrates proficient level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
4 = Exceeds Standards. Candidate demonstrates in-depth level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.

I. Institutional Standards (InTASC and Maryland P12 Priorities)					
Broad and Integrative Knowledge, Skills and Professional Dispositions	**1**	**2**	**3**	**4**	**N/A**
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experience (InTASC 1).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3)					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that support instructional and assessment activities (MTTS IV and V).					
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to support the Maryland accountability elements as articulated in Ready for Kindergarten (R4K).					
Areas of Strength and Areas for Growth					
Professional Standards (NAEYC 2010, InTASC 4-10)					
Program Standard I: Promoting Child Development And Learning	**1**	**2**	**3**	**4**	**N/A**
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base *that* uses their understanding of multiple interacting influences on children's development and learning.					
Candidate demonstrates knowledge of young children's characteristics and needs from birth to age 8 (NAEYC 1a).					
Candidate demonstrates knowledge of the multiple influences on early development and learning (NAEYC 1b).					
Candidate demonstrates the use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1c).					
Areas of Strength and Areas for Growth					
Program Standard II: Building Family And Community Relationships	1	2	3	4	**N/A**

Candidates know about, understand and value the importance and complex characteristics of children's families and communities.					
Candidate demonstrates knowledge of diverse family and community characteristics (NAEYC 2a).					
Candidate demonstrates knowledge and skills that support and engage families and communities through respectful, reciprocal relationships (NAEYC 2b).					
Candidate demonstrates knowledge and skills of involving families and communities in young children's development and learning (NAEYC2c).					
Areas of Strength and Areas for Growth					

Program Standard III: Observing, Documenting and Assessing to Support Young Children and Families	1	2	3	4	N/A
Candidates prepared in early childhood degree programs understand that child observations, documentation and other forms of assessment are central to the practice of all early childhood professionals.					
Candidate demonstrates knowledge of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (NAEYC 3a).					
Candidate demonstrates knowledge and skills of using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology (NAEYC 3b).					
Candidate demonstrates knowledge and skills of responsible assessment practices to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c).					
Candidate demonstrates knowledge and skills of assessment partnerships with families and with professional colleagues to build effective learning environments (NAEYC 3d).					
Areas of Strength and Areas for Growth					

Program Standard IV: Using Developmentally Effective Approaches	1	2	3	4	N/A
Candidates prepared in early childhood degree programs in early childhood understand that teaching and learning details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur.					
Candidate demonstrates knowledge of positive relationships and supportive interactions as the foundation of their work with young children (NAEYC 4a).					
Candidate demonstrates knowledge of effective strategies and tools for early education including appropriate uses of technology (NAEYC 4b).					
Candidate demonstrates knowledge and skills of using a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c).					
Candidate demonstrates knowledge and skills of reflection on own practice to promote positive outcomes for each child (NAEYC 4d).					
Areas of Strength and Areas for Growth					

Program Standard V: Using Content Knowledge To Build Meaningful Curriculum	1	2	3	4	N/A
Candidates in early childhood degree programs use their knowledge of academic disciplines to design, implement and evaluate experience that promote positive development and learning for each and every young child.					
Candidate demonstrates content knowledge and use of resources in academic disciplines: language and literacy; the arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (NAEYC 5a).					
Candidate demonstrates knowledge and skills of using central the central concepts, inquiry tools and structures of content areas or academic disciplines. (NAEYC 5b).					
Candidate demonstrates abilities of using own knowledge, appropriate early learning standards and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c).					
Areas of Strength and Areas for Growth					

Program Standard VI: Becoming a Professional	1	2	3	4	N/A
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.					
Candidate demonstrates knowledge and skills of identifying and involving oneself with the early childhood field (NAEYC 6a).					

Candidate demonstrates knowledge and skills of upholding ethical standards and other early childhood professional guidelines (NAEYC 6b).					
Candidate demonstrates knowledge and skills of engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource (NAEYC 6c).					
Candidate demonstrates knowledge and skills of integrating knowledgeable, reflective and critical perspectives on early education (NAEYC 6d).					
Candidate demonstrates abilities of engaging in informed advocacy for young children and the early childhood profession (NAEYC 6e).					
Areas of Strength and Areas for Growth					

Program Standard VII. Early Childhood Field Experience	1	2	3	4	N/A
Field experience and internship are planned and sequenced so that candidates develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children in at least two of the three early childhood age groups.					
Candidate demonstrates knowledge and skills to work effectively with different early childhood age groups (birth-age 3, 3-5, 5-8) (NAEYC 7a).					
Candidate demonstrates knowledge and skills to work effectively with in different types of early education settings (early school grades, childcare centers and homes, Head Start programs) (NAEYC 7b).					
Areas of Strength and Areas for Growth					

BACHELOR OF SCIENCE AND MASTER OF EDUCATION IN SPECIAL EDUCATION

DEPARTMENT OF TEACHING AND LEARNING, SCHOOL OF EDUCATION

INTERNSHIP EVALUATION ☐ Formative ☐ Summative

Candidate Name:	Date of Observation:
Supervising Teacher:	University Supervisor:
Clinical Site:	Placement: ☐ Rotation I ☐ Rotation II
Subject of Lesson:	Grade Level:
Intern's Signature:	Supervisor's Signature:

INSTRUCTIONS: Candidate's performance will be rated using the following scale. The items listed represent expectations as articulated in professional CEC and InTASC) standards. Ratings on each of the items represent the candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors/mentor teachers should take into consideration expectations that are developmentally appropriate. Supervisors/ mentor teachers should also identify areas of strength and action plans to address areas for growth. The results should be discussed with candidates to ensure the attainment of competencies as expected of the profession.

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InTASC Standards					
Broad and Integrative Knowledge, Skills and Professional Dispositions		**1**	**2**	**3**	**4**
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experience (InTASC 1).					
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Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that supports instructional and assessment activities (MTTS IV and V).					
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).					
Standard I: Learner Development and Individual Learning Differences		**1**	**2**	**3**	**4**
1.0	Candidate selects adapts and implements a variety of research-based practices to provide meaningful and challenging learning experience for individuals with exceptionalities.				
1.1	The candidate demonstrates consideration of an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experience.				
1.2	Candidate provides gender and multi-cultural equity lessons that reflect individual differences and respond to the needs of individuals with exceptionalities**)**				
Areas of Strength and Areas for Growth					
Standard II: Learning Environments		**1**	**2**	**3**	**4**
2.0	Candidate designs learning environments that encourage active participation in individual and group activities and encourages student independence and well-being.				
2.1	Communicates high expectations while respecting and valuing individual differences and cultural diversity				
2.1	Organizes, develops, and sustains a safe, equitable, positive, and supportive learning environment in which diversities are valued				

2.2	Motivates through the use of interesting and challenging activities as observed in the lesson motivation or guided practice.				
2.3	Uses effective and varied behavior management strategies and handles disruptive behavior firmly and fairly				
2.3	Candidate creates an orderly and supportive environment by designing and managing routines.				

Areas of Strength and Areas for Growth

Standard III: Curricular Content Knowledge		1	2	3	4
3.1	Candidate demonstrates the ability to select, adapt, and implement a variety of research-based practices validated by tools of inquiry of the content areas they teach and the integration of cross-disciplinary skills for individuals with exceptionalities.				
3.2	Candidate is responsive to student needs by adapting the pace, teaching methods, content and/or materials while integrating cross-disciplinary skills and developing meaningful learning progressions for individuals with exceptionalities.				
3.3	Candidate demonstrates the ability to make appropriate accommodations & modification of general and specialized curricula.				

Areas of Strength and Areas for Growth

Standard IV: Assessment		1	2	3	4
4.0	Candidate plans for using multiple methods and measures to assess student learning and can create and explain criteria for assessing student work.				
4.1	Candidate analyzes and reflects to evaluate research and inquiry to identify effective practices.				
4.2	Candidate analyzes, evaluates, and reflects on student assessment data and instruction; and monitors the progress of individuals with exceptional learning needs to improve instructional practice. (Summative).				
4.3	Candidate conducts formal and informal assessments using appropriate technologies as supports and collaborates with colleagues and families in making educational decisions.				
4.4	Candidate regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work for the purpose of quality learning, performance, and feedback to guide them.				

Areas of Strength and Areas for Growth

Standard V: Instructional Planning and Strategies		1	2	3	4
5.1	The candidate demonstrates consideration of an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experience.				
5.2	Candidates demonstrate competence in using technology to achieve instructional objective. (MTTS IV) (MCCRS)				
5.3	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of individuals with exceptionalities (MCCRS)				
5.4	Candidate provides opportunities for individuals with exceptionalities to participate actively and successfully at different levels				
5.5	Candidate facilitates a variety of education learning experience that incorporates self-direction, interaction, and choice in collaboration with stakeholders with multiple perspectives (e.g. individual's families and teams).				

5.6	The candidate demonstrates the ability to appropriately teach to mastery and promote generalization of learning.				
5.6	Candidate plans a sequence of activities which are focused on the achievement of the instructional objectives.				
5.7	The candidate demonstrates the ability to appropriately teach cross-disciplinary knowledge and skills such as critical thinking and problem solving.				

Areas of Strength and Areas for Growth

Standard VI: Professional Learning and Ethical Practice		1	2	3	4
6.1	Candidate exhibits a commitment to professional standards associated with their areas of expertise to guide their practice				
6.2	The candidate demonstrates an understanding of how foundational knowledge and current issues influence professional practice.				
6.3	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good promoting diversity in the school and the resolve of complex human issues in the delivery of special education services.				
6.4	Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that foster professional growth and keeps current with research-based practices.				
6.5	Candidate demonstrates courtesy and caring in relationships with individuals with exceptionalities and engages in activities of advocacy and mentoring.				
6.6	Candidate presents content accurately and instructions clearly and demonstrates growth and dissemination of professional knowledge and skills.				

Areas of Strength and Areas for Growth

Standard VII: Collaboration		1	2	3	4
7.1	Candidate engages in productive relationships with other educators, service providers and personnel from community agencies as well as foster respectful and beneficial relationships with the families of individuals with exceptionalities.				
7.2	Candidate exhibits knowledge, skills and abilities that models techniques and coaches others in the use of researched-based instructional methods and accommodations				
7.3	Collaborates with school personnel and community members in integrating individuals with exceptional learning into various settings while promoting a sense of well-being.				

Areas of Strength and Areas for Growth

Resources

INTASC Standards:
United States University - InTASC Model Core Teaching Standards for Beginning Teachers (smartcatalogiq.com)

CAEP Elementary Education Teacher Standards:
2018-caep-k-6-elementary-teacher-prepara.pdf (caepnet.org)

ACEI Standards:
aceielementarystandardssupportingexplana.pdf (caepnet.org)

APA Style Format:
APA Formatting and Citation (7th Ed.) | Generator, Template, Examples (scribbr.com)

The Praxis Performing Assessment for Teachers Handbook:
The Praxis® Performance Assessment for Teachers (ets.org)

The Praxis Performing Assessment for Teachers Library of Examples:
https://www.ets.org/ppat/test-takers/tasks/library-examples.html

Student Handbook (Eagle Guide 2022-2023):
http://www.coppin.edu/sites/default/files/pdf-library/2022-08/Coppin-Student-Handbook-2022-2023.pdf

Council for Exceptional Children Standards:
Professional Preparation Standards | Council for Exceptional Children

Professional Standards for Educational Leaders:
Professional-Standards-for-Educational-Leaders_2015.pdf (npbea.org)

Maryland Teacher Technology Standards:
Microsoft Word - Standards_020515.doc (marylandpublicschools.org)

Did You Know that…

- being admitted to the Coppin State does not mean that you are admitted to a teacher education program?
- to be eligible for admission to a teacher education program at the undergraduate level to seek certification to teach, you must maintain a minimum GPA of 3.0 and pass at least 30 credits?
- to participate in required field experience, you MUST submit the *Application for Field Experience* form?
- field experience requirements are aligned to specific education courses and are focused on specific themes such as special education, reading instruction, learner differences, and use of assessments and that you must submit a theme specific report for each course with a field experience requirement?
- all pre-candidates and candidates seeking certification in a teacher education program MUST complete a specific number of hours in a Public-School classroom per semester depending on course enrollment?
- early field experience application forms must be submitted by second week of classes each semester?
- placement results will be posted by the 4th week of classes each semester?
- if you are enrolled in a program leading to a teaching certification you MUST be placed by the Coordinator of Field Placement? (You CANNOT place yourself for field experience.)
- to be admitted to teacher education you must complete a writing sample, present your e-portfolio, and participate in an interview?
- you will be evaluated during the field experience and must maintain a timesheet to be signed by your mentor teacher for each placement completed?
- your field experience must reflect diverse placements to prepare you to work with English Language Learners (ELL), special needs learners (SPED), gifted and talented learners (G&T), and other diversities?
- there is a *Field Experience Manual* to guide your field experience expectations in the public school?
- you must apply for admission to teacher education prior to enrolling in methods courses?
- you must have completed all general education and program courses before enrolling in methods courses (Reading, Language Arts, Science, and Social studies)?
- during the method courses you must complete a minimum of 20 days in field experience?
- you will teach mini-lesson(s) during method courses?
- you must apply for admission to internship a semester prior to entering the internship experience?
- you must complete a writing sample, present your e-portfolio, and participate in an interview to be admitted to internship?
- you must pass or have at least attempted the Praxis II examinations prior to being admitted to internship?
- Internship is a semester-long (80 days) experience with two different placements (unless you are a teacher of record at your certification grade band?

Eagles will Soar!

"Educator as a Reflective Facilitator of Learning"

Need your questions answered? Contact: Ms. Sandra Whitfield
(410) 951 – 3067; swhitfield@coppin.edu

Frequently Asked Questions

1. I am in an education program, when in this process will I begin field experience in area schools? *Education majors will begin requirements for participation in the field when enrolled in EDUC 202: Educational Psychology course and continues through the program culminating with the Extensive Internship – methods and student teaching.*

2. Where do I find the required form to apply for participation in field experience? *The Application for Field Experience Placement forms are available at* http://www.coppin.edu/schoolofeducation/resources

3. How do I complete the required *Application for Field Experience Placement* forms? *The Application for Field Experience Placement form must be computer processed and printed. Handwritten forms are unacceptable.*

4. What are my options for field experience placement sites? *CSU has agreement with five (5) Baltimore City Public Schools, which are used as placement sites: Gwynns Falls Elementary, Robert Coleman Elementary, Rosemont Elementary/Middle, Pitts-Ashburton Elementary Middle; Dorothy I Height Elementary, and other City School sites as available through collaboration with the Field Placement Coordinator. CSU also places students in Howard County Public school at Talbott Springs Elementary and Running Brook Elementary.*

5. What do I do with the completed the *Application for Field experience Placement* form? *For the professor of record to monitor which enrollee has applied for field experience, all completed application forms must be submitted to the course faculty, who will in turn submit the completed form to the Field Placement Coordinator.*

6. Who will determine where I will complete the required field experience? *The Field Placement Coordinator will make every effort to provide the preferred placement for each pre-candidate/candidate. However, placement must be jointly determined with the school personnel to provide the most productive experience for the enrollee.*

7. How will I know where I am placed to complete the required field experience? *Once the Coordinator has collaborated with the school-based personnel to complete placements, the lists of placements will be sent to all CSU faculty and pre-candidate/candidates.*

8. Will I be placed at multiple sites during a semester? *If you are registered for multiple courses in a given semester, you may complete all required hours at the one school site. Please note that all hours required for all courses in which you are enrolled must be met. (See table on page 7.)*

9. When in the semester do I begin the required field experience? *Placement will begin once the placement list is posted, which means that the school-based personnel has approved the placement, and placement should be confirmed by the 4th week of classes.*

10. What do I do when I visit the placement site? *Once your placement has been confirmed and posted, visit the school, sign–in at the office, and ask to meet with the on-site coordinator. The name of this person will be posted on the placement list.*

11. How often should I visit the placement site to complete the required hours?
    During your first visit to the school, you will discuss with the P-12 educator your available days and times to visit the classroom. Your visits will be aligned to your availability, considering your class schedule, work, and other personal schedules. Your schedule MUST allow you to meet the required number of hours in the classroom for the semester.

12. What do I do during my time in the classroom?
    You are placed in field experience because you plan on becoming a teacher. The field experience requirements are designed to provide you with the opportunity to observe, learn, and practice effective teaching strategies. During your time in the classroom, you must be actively involved. You must take notes to respond to your required Field Experience Report. You must also perform any other activity required by the CSU faculty and the P-12 educator. You are a professional and should respond as such in the classroom.

13. When do I stop visiting the school where I am placed?
    You may stop visiting the school once you have satisfied the required number of hours for each course in which you are enrolled.

14. Where do I find the required *Field Experience Timesheet* to document my time in the school? *The required Field Experience Timesheet is available at* http://www.coppin.edu/schoolofeducation/resources.

15. Where do I find the *Field Experience Evaluation form*?
    The required Field Experience Evaluation Form is available at http://www.coppin.edu/schoolofeducation/resources.

16. Who will sign the *Field Experience Evaluation form*?
    The P-12 educator will sign the Field Experience Evaluation form to document your disposition while in the field. The CSU faculty will also sign the Evaluation form.

17. Where do I turn in the completed and signed *Field Experience Timesheet* and *Evaluation Form*?
    The completed Field Experience Timesheet and Evaluation Form must be submitted to your CSU faculty for signature. The faculty will use these forms as factors in determining your grade for the course. Be sure to copy the completed forms to be able to provide to each faculty and for your portfolio.

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