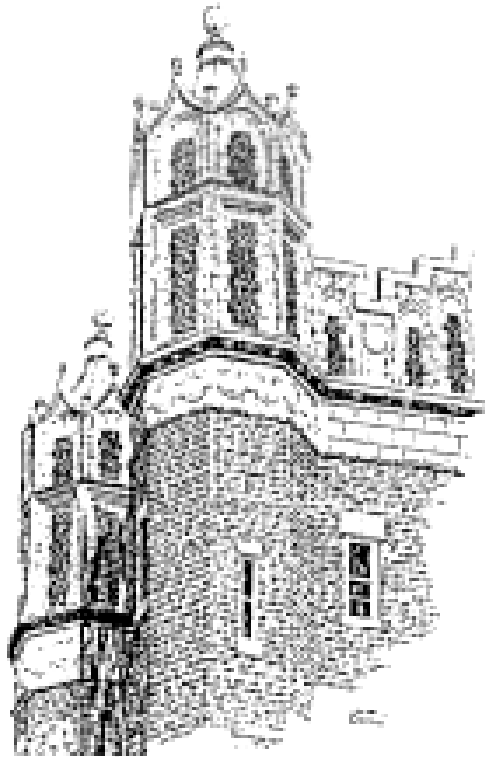


**DEVELOPING TEACHERS AS
EDUCATIONAL LEADERS:
Responsibilities, Policies and Practices
for the Field Experience**



**A Resource for Field Experience Students, Mentor
Teachers, and University Supervisors**
<http://coe.winthrop.edu/Student Academic Services>

**Richard W. Riley College of Education
Winthrop University**

August 2009

DEVELOPING TEACHERS AS EDUCATIONAL LEADERS

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Dear Teacher Candidates, Mentor Teachers, and University Supervisors:

Developing Educational Leaders is the title of this Field Experience Handbook because that is precisely what we are committed to doing for the schools of South Carolina. The handbook is written for all those involved in the field experience, including teacher candidates, mentor teachers, and university supervisors. In this handbook we provide an overview of the Winthrop field experience which is designed to produce beginning teachers of the highest possible caliber.

For teacher candidates who are completing a field experience, you will find information about the responsibilities, requirements, and schedules that will make your semester both a challenging and a highly rewarding experience. If you carefully read and follow the guidance found in this handbook, your chance for success will be greatly increased. This will also demonstrate your personal commitment to your own professional development as a teacher.

For mentor teachers who will be hosting field experience students, this handbook clarifies your expanded professional responsibility in helping to prepare outstanding beginning teachers. For teacher quality and student learning to improve, master classroom teachers must be willing to take on the valued role of teacher educator in partnership with university colleagues. Each semester former mentor teachers report that assuming this role proves to be rewarding both professionally and personally. It is my hope that you will find this to be true as you work with us this semester as a mentor teacher.

For university supervisors who will be supporting and assisting field experience students and the mentor teachers throughout the semester, this handbook will help you structure and facilitate the field experience in a way that continues the Winthrop tradition—a tradition committed to quality teaching and learning achieved by challenging our teacher interns to meet high standards as a professional educator. You are the one who best knows the program, its standards, and the competencies we expect to be evidenced in the field experience. Therefore, we depend on you to shepherd this experience with the help of the information and guidance found in this handbook.

Many factors contribute to a successful field experience, but one of the most important is *open and frequent communication* among the persons involved in the field experience triad--the teacher candidate, the mentor teacher, and the university supervisor. When this professional team maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. If the expected communication does not take place or if problems arise which are not quickly resolved, please let me know so we can work together to remedy the situation and ensure a quality field experience.

On behalf of Winthrop University and the Richard W. Riley College of Education, I sincerely thank each of you for the important roles you will play during the field experience this semester. Ultimately our shared goal is to serve the students of South Carolina by providing the best teachers possible for work in schools. I hope that you all will experience both professional success and personal reward as a result of your participation in the field experience program. If I can be of assistance in any way, please let me know.

Sincerely,

Jennie F. Rakestraw
Dean

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FALL 2009 FIELD EXPERIENCE IMPORTANT DATES

Week of August 31	Field experience students report to assigned public schools according to schedule
Wednesday, October 21	Midterm evaluations are due to Student Academic Services, 144 Withers
Week of November 30	Last day of Field Experience according to schedule
Friday, December 11	Final evaluations are due to Student Academic Services, 144 Withers.

GUIDING DOCUMENTS FOR THE TEACHER EDUCATION PROGRAM

Mission Statement ***Richard W. Riley College of Education***

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship and service. The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in learning, leadership, stewardship, and the communication of ideas.

- *Adopted April 19, 2002 by vote of the Faculty*

The field experience at Winthrop University is the culmination of the teacher preparation program and represents a bridge between theory and practice. The knowledge, skills, and dispositions developed through formal course work, observational opportunities, and the field experience are put into practice through an intensive practical application of professional attributes as a teacher candidate.

THE CONCEPTUAL FRAMEWORKS

The Mission Statement for the Richard W. Riley College of Education serves as the focal point for the [Undergraduate and Graduate Conceptual Frameworks](#) which are guiding documents throughout the teacher preparation program. The field experience represents the final phase, Phase III, The Professional Stage, of that program in preparing teacher candidates for entry into the profession.

TEACHER EDUCATION PROFESSIONAL DISPOSITIONS

An additional guiding document in the teacher preparation program, [Teacher Education Professional Dispositions and Skills Criteria](#), defines those values and behaviors (dispositions) Winthrop University expects of students who aspire to become teachers. This document emphasizes the challenges and responsibilities of an educational leader in upholding the highest standards of the profession in the areas of professional commitment, communication skills, interpersonal skills, classroom personality, emotional maturity, and academic integrity.

FIELD EXPERIENCE PLACEMENTS

PURPOSE

Field experiences provide opportunities for teacher education students to acquire an understanding of the teaching process through limited instructional responsibilities. Field experience students have an opportunity to put into practice the procedures they have learned regarding short-range lesson planning, instructional delivery, and classroom management. Candidates also are exposed to a variety of techniques and methodologies and to diverse experiences in different schools.

During the field experience, the candidate works toward beginning competence in teaching. By observing other teachers, the candidate continues to learn. The field experience provides opportunities for working with a variety of students, age groups, instructional materials, and curricular models. The field experience should prepare candidates to enter the internship semester.

PLACEMENT PROCEDURES

1. Placements are made by the Field Placement Coordinator in conjunction with faculty from the respective program areas and in cooperation with principals and/or personnel directors in participating school districts.
2. All placements must be made in public school settings with teachers who meet the criteria as stated for mentor teachers.
3. In order to create more varied experiences, a candidate may not be assigned to a field experience in an elementary, middle, or high school which she/he attended.
4. A candidate may not be assigned to a field experience with a relative or close family friend serving as the mentor teacher or where the principal is a family member.
5. If there are special considerations requested in placements, the candidate must make that request in writing to the Field Placement Coordinator at the time that the application for field experience is submitted.
6. Requests for changes in placements by candidates must be made to the Director of Student Academic Services and will be considered only where there is evidence of extenuating circumstances.

SELECTION OF SCHOOLS AND MENTORS

Two important factors in the development of a successful field experience program are: (1) having effective cooperating schools for candidates, and (2) the matching of mentor teachers and field experience students. The following general policies are intended to help assure that sound procedures are used in the selection of the cooperating schools and in the assignment of field experience students to those schools:

1. The Dean of the College of Education, or her designee, or a school district superintendent, or his/her representative, expresses a desire to have field experience students placed within a particular school or schools.
2. The school district must possess the following qualities or resources:
 - a. A sound and innovative curriculum which will offer field experience students opportunities to develop and demonstrate initiative and resourcefulness as beginning teachers.
 - b. An administrative and teaching staff genuinely interested in teacher education at the pre-service level. This includes, but is not limited to a willingness to:
 - 1) attend training programs necessary to prepare for serving as a cooperating school.
 - 2) provide appropriate learning experiences for field experience students.
 - 3) provide constant supervision to assist the field experience student in professional development.
 - 4) evaluate the field experience student's performance using instruments designated by Winthrop University and based on those developed by the State of South Carolina.
 - 5) work cooperatively with Winthrop University staff members in all aspects of the field experience program.
 - 6) select mentor teachers who meet Winthrop University's criteria.

PLACEMENT CRITERIA

Each teacher candidate is placed with a mentor teacher based Principals' recommendations of which teachers should serve as mentors and what the strengths of those teachers may be.

Because diversity of experiences contributes to the breadth of knowledge of a successful teacher, each candidate will be assigned to two different schools for the field experience and internship. Ideally, elementary and early childhood majors will move up or down two grade levels from the field experience to the internship. For the internship, all secondary majors must have a different school from the one in which the field experience was completed.

K-12 majors will each have one elementary and one secondary placement with the exception of physical education majors. Physical education majors will have a split internship allowing them to experience teaching in an elementary school, a middle school and a high school during the senior year. The goal of the Richard W. Riley College of Education is for each candidate to experience at least one diverse placement (using the adopted diversity formula as stated below).

DIVERSITY FORMULA FOR THE RICHARD W. RILEY COLLEGE OF EDUCATION

The Richard W. Riley College of Education faculty has chosen to use a formula in which a placement is considered diverse if it meets any of the following:

1. Poverty index above 40%, and/or
2. Non-white student enrollment greater than 40%.

REMOVAL FROM PLACEMENT

On the recommendation of the mentor teacher, principal, and university supervisor, field experience students may be removed from their placements. When such removal is the result of an unsuccessful experience, the candidate will not be given an option to begin a second assignment in another school that same semester. A candidate may be permitted to complete a field experience during a subsequent semester, upon recommendation of the university supervisor and the Dean or her designee. However, if removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the field experience, the student may be denied a second opportunity.

ADDRESSING PROBLEMS AND CONCERNS

The following steps should be followed when addressing a problem or concern:

1. Any problems or concerns which arise related to the performance of a field experience student should be discussed with the candidate by the mentor teacher and university supervisor.
2. If the issue is not resolved to the satisfaction of the mentor teacher and the university supervisor, another conference with the candidate should be held by the mentor teacher and the university supervisor.
3. A contract will be developed describing the problem or concern and informing the field experience student of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance.
4. The contract should be discussed with the Director of Student Academic Services before the final draft is given to the intern.
5. The contract must be signed and dated by the field experience student, the mentor teacher, the university supervisor, and the Director of Student Academic Services. Once finalized and delivered to the field experience student, a copy of the contract will be provided to the Director of Student Academic Services.
6. If the problem/concern is still not addressed to the satisfaction of the mentor teacher and the university supervisor, the consequences will be implemented. The Director of Student Academic Services will arrange a meeting with the university supervisor, the mentor teacher, and/or the principal to discuss the appropriate course of action to be taken at that point. If the problem persists, the field experience student may be removed from the placement, depending on the nature and severity of the problem or concern or the student's unwillingness or inability to address a continuing problem or concern.

THE FIELD EXPERIENCE: A COLLABORATIVE PARTNERSHIP

OVERVIEW

The teacher education program at Winthrop University strives to prepare educational leaders who are committed to a lifelong quest for excellence in teaching, learning and service to society. To that end, teacher candidates must have a variety of high quality field experiences that are guided by well-qualified professional teachers.

The "AREA" 392/592 field experience has evolved through much planning and feedback from teacher candidates, public school teachers, principals and university faculty members. It is based on the premise that the successful development of beginning teachers is highly dependent upon the opportunity for them to work under the guidance of experienced and dedicated mentor teachers.

The ultimate benefactors of the "AREA" 392/592 experience must first be the students in the classroom where each teacher candidate is assigned. Students will reap the benefit of having not only their regular teachers in attendance, but also those eager trainees who are working to develop their teaching skills. In addition, the experience is enhanced by the availability of assigned university personnel who offer support and assistance in a number of ways.

It is the intended design of this experience that a collaborative team consisting of the field experience student, the mentor teacher, and the university supervisor will be formed in each setting. The ultimate outcome will be a flexible learning environment that is enriched for all members of this team: field experience students, mentor teachers, university supervisors, and, most importantly, the P-12 public school students. The following sections detail the roles and responsibilities of the members of this collaborative team.

THE FIELD EXPERIENCE: RESPONSIBILITIES, POLICIES, PRACTICES

Teacher candidates entering the field experience are serious, well-rounded students who have made the commitment to pursue careers in education and are ready to invest the time, effort and hard work necessary to be successful.

The professional education program provides teacher candidates with a common set of experiences through an introduction to education classes and courses in human growth and development, educational psychology, technology, and working with exceptional and diverse learners. In addition, students complete content area method courses in which they gain experience planning lessons and teaching to peers in a micro-teaching format. All teacher candidates will have had experience working with school-age students, but those experiences may vary depending on the individual's program area and life experiences.

This section of *Developing Teachers as Educational Leaders* focuses on the responsibilities and best practices of the field experience student.

THE FIELD EXPERIENCE STUDENT: RESPONSIBILITIES

To ensure a positive and professional experience during the field experience and to fulfill field experience requirements, the field experience student is expected to:

1. Establish contact with the mentor teacher prior to beginning the field experience assignment. Contact information should be exchanged.
2. Become familiar with the community assigned for the field experience.
3. Visit the school and district websites to build background.
4. Report to the principal when arriving at the school to begin the field experience. Before reporting to your assigned school, consider introducing yourself via an email.
5. Report on time each day and to all activities or duties as scheduled.
6. Become familiar with and adhere to the rules applicable to students and teachers in the assigned school.
7. Participate in classroom management in partnership with the mentor. Identify physical/psychological factors of classroom management. Recognize the components of effective classroom management. Under the guidance of the mentor teacher, implement and reinforce effective management techniques.
8. Prepare all assignments with thoroughness and successfully complete AREA 391/591 course work.

9. Welcome and ask for assistance, advice, feedback, coaching, and criticism from those charged with helping the field experience student become an effective teacher. Act on it appropriately.
10. Become a “reflective practitioner.” Learn from everyone around you, but especially from students and from your own mistakes.
11. Set an example for students in matters of dress and behavior and display the [Richard W. Riley College of Education’s Dispositions for Teachers](#) in demonstrating high standards of ethics and professionalism.
12. Submit complete and accurate records and reports requested by the school and the university.

FIELD EXPERIENCE: POLICIES AND PRACTICES

Field experience students will adhere to the following policies and practices throughout the field experience:

APPROPRIATE ATTIRE AND APPEARANCE

The policies and culture of each individual school and the nature of the instructional activities define permissible dress and grooming. Field experience students are expected to maintain standards of dress and appearance that conform to the established policies of local schools and not those of the university campus.

Field experience students are expected to follow standards of dress that promote the education profession and that serve as positive models for students and the community. The Richard W. Riley School of Education field experience students are expected to meet or exceed the schools’ expectations for appearance and behavior.

Field experience students should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties (if applicable), etc.. It is the field experience student’s responsibility to become familiar with the school’s expectations for faculty appearance. For example, some schools allow staff to wear denim apparel such as jeans on select days; other schools do not allow denim or sleeveless tops on any day.

Field experience students should have a general discussion on choices of attire with both the mentor teacher and supervisor prior to the first day of the experience.

(Adapted with permission from *Handbook for Practica and Student Teaching Experiences*, page 23, School of Education, The College of William & Mary, Author: Dr. Christopher Gareis, Assistant Professor of Educational Leadership)

ATTENDANCE

1. It is fully expected that field experience students will NOT miss any days during the field experience. If an extenuating circumstance does arise, the following procedure must be followed:
 - a. The field experience student must notify the mentor teacher as early as possible.
 - b. The field experience student must notify the university supervisor as early as possible.
2. In case of illness requiring a field experience student to miss more than two days, a doctor's note is required and must be given to the university supervisor.
3. **All absences will be made up.** Make-up days will be scheduled by the mentor teacher and university supervisor. The mentor teacher and the university supervisor will determine how the teacher candidate can make up the missed work.
4. In case of excessive absences, the field experience student may be removed from the placement.

CHANGES IN PLACEMENT

In the event that the mentor teacher is unable to perform the supervisory function, the field experience student will be reassigned. The principal, university supervisor, and Director of Student Academic Services will determine whether the field experience student will be reassigned in the same school or moved to another setting.

CONFIDENTIAL INFORMATION

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the *Family Educational Rights and Privacy Act* (FERPA), candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to the field experience. Questions from the candidate regarding confidentiality policies should be directed to the mentor teacher and/or university supervisor.

(Adapted with permission from "Handbook for Practica and Student Teaching Experiences", page 23, School of Education, The College of William & Mary, Author: Dr. Christopher Gareis, Assistant Professor of Educational Leadership)

IDENTIFICATION BADGES

Schools are secure environments and access to schools is controlled. In recognition of the schools' efforts to ensure the safety and security of students and staff, Winthrop field experience students are required to wear an identification badge when in the schools provided by Student Academic Services.

INCLEMENT WEATHER

On days when the weather is questionable, field experience students should listen to the local radio/television station or the school district's website to find out about school closings, delayed openings or other modifications to the schedule. Please do not call the schools for the information. Announcements are generally available on the radio/television stations and district websites by 6:30 a.m. Field experience students will follow the school's inclement weather policy and not Winthrop's.

PROFESSIONALISM

Field experience students must at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the [Richard W. Riley's College of Education's Professional Dispositions](#). Failure to do so may result in termination of the field experience.

Sometimes in school settings, field experience students observe questionable practices and actions in regard to race, religion, politics, and sexuality. It is important for field experience students to remember that public schools are not forums for individual expressions and personal agendas. If a field experience student observes inappropriate behavior, he/she should contact their university supervisor or Student Academic Services personnel.

In addition, field experience students should refrain from contact with their students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. For example, communicating with students through a medium such as *myspace.com/facebook.com* is considered inappropriate contact. Also, field experience students should not convey to students any personal websites, personal spaces, or personal blogs that the field experience student may have developed.

A field experience student must always be above reproach in regard to interaction with students and the school community.

SCHEDULE

Field experience students take a content area methods course which coincides with the area of education in which they are seeking licensure (e.g., special education, art, elementary, mathematics, early childhood, music, social studies, etc.) This class, "AREA" 391 Content Area Methods, meets on Tuesday afternoons throughout the semester **for most students**. In addition, field experience students are concurrently taking a generic education course, EDUC 390, Core Issues in Teacher Education. This class meets on Tuesday and Thursday afternoons at 12:30-1:45 p.m. or 3:30-4:45 p.m. The coordination of these two courses with an extended, continuous field component provides field experience students with many opportunities to put theory into practice and to use the knowledge gained from their mentor teachers, university supervisors, and university instructors.

In addition, most field experience students will be taking several other university courses throughout the week.

Field experience students who are in the schools for half days are expected to report to school at the time required of all teachers and to stay until the time indicated by the supervisor. Teacher candidates on full-day schedules should arrive at school at the time required of all teachers. Since many field experience students have 3:30 p.m. classes on campus, they should leave the school site in time to allow for travel. Any changes from this schedule must be approved by the university supervisor.

While at school, teacher candidates are expected to follow the students' schedule where appropriate. For example, teacher candidates in elementary schools should go with students to art, music, and other classes, on several occasions, so they can observe students in contexts other than their regular classroom.

SUBSTITUTE TEACHING

A field experience student **may not under any circumstances** serve as a substitute teacher. **Students completing the field experience must be supervised at all times and may not be left in the classroom without a teacher.**

SUPPORT FOR WINTHROP STUDENTS WITH DISABILITIES

Winthrop University is dedicated to providing equal educational opportunities for all academically qualified students. Winthrop students with diagnosed disabilities who seek reasonable accommodations must notify Gena Smith, Coordinator, Services for Students with Disabilities, at 803.323.3290.

Field experience students with disabilities should note that field experiences are field-based and therefore may necessitate consideration of worksite accommodations that differ from those used in a typical university classroom setting. Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively.

Reasonable accommodation does not mean that the university supervisor and mentor teacher will excuse poor performance. Thus, field experience students with disabilities should understand their accommodation needs and the expectations of their field experience. It is our goal as a university to ensure that every field experience student maintains the appropriate safety and adequate instruction of all P-12 students affected. When that would be compromised, alternative educational roles may need to be considered.

Winthrop students with disabilities who will be participating in a field experience should discuss potential needs and concerns with the Coordinator, Services for Students with Disabilities, well in advance of the field experience to allow adequate time for planning. In the planning process, field experience students should also include the Director of Student Academic Services, the university supervisor, the mentor teacher, and the administration of the hosting school.

TRANSPORTATION

All field experience students are assigned to schools that are within commuting distance of the university. Field experience students will be responsible for all transportation expenses.

TRANSPORTING STUDENTS

Transportation of K-12 students to and from the schools to related school activities will not be provided in automobiles belonging to or driven by field experience students.

THE FIELD EXPERIENCE: PLANNING FOR INSTRUCTION

There is no required schedule for acclimating field experience students to their classrooms, but the following sections serve as guides to assist in planning. *The goal is to have the field experience student, by midterm, teaching one lesson on each day of attendance in the field placement.*

PARTICIPATION IN INSTRUCTION

What can a teacher candidate do?

The mentor teacher is encouraged to find ways to involve the teacher candidate in class activities. This involvement may begin with simple tasks similar to those performed when assisting a teacher, but should gradually increase in level of responsibility and amount of interaction with students. The goal of this experience is not only to give direction and guidance to a novice teacher, but also to enhance the learning environment in the classroom by the addition of the teacher candidate as a member of the instructional team.

Two reminders are important when planning experiences for the teacher candidate: (1) each of the suggested tasks need **not** be done as they are only suggestions, and (2) some teacher candidates will readily and easily handle these tasks, while others will need to move more slowly. The mentor teacher, through discussions with the teacher candidate and the university supervisor, will determine the most appropriate tasks for the teacher candidate and when those experiences should take place.

The following ideas have been suggested to assist the mentor teacher in planning the developmental experiences of the teacher candidate during the first two weeks.

Non-instructional Tasks	(Main focus of weeks one and two)
<ul style="list-style-type: none">•Check roll or attendance.•Prepare visual aids or bulletin boards.•Prepare and distribute materials and equipment.•Assist in cleaning and maintenance of the classroom•Assist with school and class monitoring responsibilities including restrooms, halls, recess, lunchrooms, etc.•Assist with the flag, calendar, exercises or beginning ceremonies of the class.•Help with the creation, preparation and dissemination of positive consequences or rewards.•Operate instructional equipment (TV, computers, CD player, tape player, etc.).	<ul style="list-style-type: none">Record grades.•Take lunch count.•Repair and maintain equipment.•Assist with testing.•Distribute or collect papers.•Write passes.•Prepare handouts and instructional materials .Distribute or collect books, music, supplies, or equipment.

Instructional Tasks (Main focus as of week three and beyond)
--

- Monitor student seat work or practice.
- Check papers or written assignments.
- Assist students with their computer work.
- Work with individuals or small groups following the lead of the teacher.
- Assist with small segments of instruction (i.e. provide demonstration, participate in activity)
- Prepare and/or oversee assignments for non-participants or for make-ups.
- Work with laboratory activities for small groups.
- Prepare and administer vocabulary reinforcement games.
- Lead a discussion on current events or other appropriate topics.
- Teach a mini lesson (teach a specific song, specific skill, part of activity, etc.).
- Assist with some part of a lesson by preparing and presenting a small segment.
- Review homework and other assignments with students.
- Prepare informal reading assessment.
- Set up and/or work with a learning center.
- Take a group of students to the library.
- Lead a game or a song.

Lesson Planning: Lesson plans are required for each lesson taught during the field experience. The lesson plan must include at a minimum: the objective(s) of the lesson, the procedures and materials to be used, and assessment of the students. The type and format of the lesson plan required by the university supervisor may vary depending on the subject and level being taught. **If a different lesson planning format is required, this will be communicated by the university supervisor to the mentor teacher and the candidate.**

These lessons must be reviewed and approved by the mentor teacher so there is sufficient time for the candidate to make modifications if necessary. Lessons planned and implemented by the field experience student should be part of the classroom curriculum. **Lesson plans must be submitted two days in advance (unless otherwise authorized by the mentor teacher).** Under no circumstances should the mentor teacher be placed in the position of reviewing a lesson plan on the same day the lesson is to be taught. Lesson plans should be organized and located in a place that is easily accessible to the university supervisor during visits in the teacher candidate's classroom.

Feedback to Teacher Candidates: Feedback from the mentor teacher on the teacher candidate's performance is extremely important to the teacher candidate's growth and development as a teacher. Either written or verbal feedback should be given frequently. Twice during the semester, the mentor teacher should provide the teacher candidate with written feedback on their instruction using the **Field Experience Observation Record**. This form should be reviewed with the teacher candidate and shared with the university supervisor. In addition, the university supervisor will provide written feedback two or more times using the Field Experience Observation Record. This form should be reviewed with the teacher candidate and shared with the mentor teacher.

WEEKLY SCHEDULE FOR SCHOOL EXPERIENCES

The weeks of the field experience build on each other. Everything done in week one should also be done in week two, etc. The following is a suggested outline for phasing into instructional responsibilities. **Note that the field experience student should be participating in instruction by Week Three.**

WEEK ONE: During the first week, the emphasis for the teacher candidate is on becoming accustomed to the role of a teacher and, in particular, to the establishment of classroom management rules and procedures. The mentor teacher should see that the teacher candidate receives information on school codes, safety procedures, discipline plans, a school handbook, etc. The teacher candidate should study this material carefully. The teacher candidate is also focusing on communication skills and on learning the names of students and should assist the mentor teacher in any manner possible.

WEEK TWO: During week two, the emphasis continues to be on classroom management and communication skills. The teacher candidate should observe, but should also assist the mentor teacher in any way possible. There should be some opportunities for the teacher candidate to interact with students during this week.

WEEK THREE: Instruction should begin. Whenever possible during the following field experience days, the teacher candidate should have the opportunity to teach and reflect on lessons taught and needed changes for added effectiveness.

The teacher candidate is expected by now to have command of many students' names and should have additional opportunities for interaction with students. This "interaction" may be of an instructional nature or merely conversational, but should provide opportunity for learning of names and for becoming more familiar with students.

NOTE: The university supervisor will be glad to assist the mentor teacher in finding instructional opportunities for the teacher candidate and in assisting in any remediation needed by the teacher candidate. These opportunities do not need to encompass the whole class and may in fact provide an excellent opportunity for team teaching or individualizing instruction.

WEEKS FOUR-SIX: During weeks four through six, the teacher candidate should have at least one opportunity each week to teach a lesson or instructional sequence that has been guided and approved by the mentor teacher. The mentor teacher and the teacher candidate will need to discuss how this can best be accomplished. The purpose of this experience is to guarantee that all the teacher candidates get "on their feet" in front of students. The university supervisor will be glad to help in the planning of this experience if needed.

These instructional opportunities should be appropriate to the teacher candidate's abilities at this time and the needs of the students and the mentor teacher.

WEEK SEVEN: Teacher candidates should reflect on strengths and weaknesses and should continue setting goals in cooperation with the mentor teacher and university supervisor. Opportunities for increased instruction should be provided this week and throughout the remainder of the field experience.

WEEKS EIGHT THROUGH FOURTEEN:

Focus will be on instructional tasks, although non-instructional tasks will continue. Increasing opportunities for longer periods of instruction by the teacher candidate with support and feedback from the mentor teacher are provided. It is a reasonable expectation that field experience students will plan and teach a lesson each day of the field experience.

THE MENTOR TEACHER: QUALIFICATIONS AND GUIDELINES

A mentor teacher is a teaching professional who meets the requirements as established by the Richard W. Riley College of Education. The mentor teacher serves as role model, instructor, and coach for the field experience student.

The mentor teacher welcomes a qualified field experience student into his/her classroom for one academic semester. The mentor teacher, in coordination with a Winthrop university supervisor, is responsible for leading the field experience student through progressively challenging activities and structuring the activities so that the field experience student applies theory, pedagogical concepts, and content knowledge while developing practical professional skills.

The role of the mentor teacher is the most critical factor relating to the success of the field experience student. Research indicates that the mentor teacher has the greatest and longest lasting influence on not only the field experience, but also continued growth during the internship and as a novice teacher long after the internship has ended.

Mentoring has many benefits:

- Mentoring enhances the mentor's own professional development.
- Mentoring lowers pupil-teacher ratio and increases one-on-one work with individual students.
- Mentoring presents an opportunity to learn from another professional and to team teach with that professional.

THE MENTOR TEACHER: QUALIFICATIONS

In order to serve as a mentor teacher, a teacher must:

- be approved by the principal.
- model excellence in teaching.
- exhibit high expectations for students.
- demonstrate strong skills in planning, oral/written communications, collaborative decision making, judgment, and human relations.
- possess strong instructional skills and current content knowledge.
- display strong skills in collaborating with other teachers and parents.
- have attained continuing contract status.
- commit to the time and effort needed to serve as a mentor.

THE MENTOR TEACHER: GUIDELINES

Among the many responsibilities of mentorship, the mentor teacher:

1. Familiarizes the field experience student with school policies.
2. Orients the field experience student to the school and classroom.
3. Is available to the field experience student for consultation outside of the school day.
4. Meets with the field experience student and the university supervisor at the beginning of the field experience to review the procedures and expectations for the experience.
5. Plans with the field experience student and the university supervisor an instructional pacing guide, which begins with observation and builds to teaching one lesson on each visit.
6. Conducts a minimum of **two classroom observations** of the field experience student using the required [Observation Record](#). Observations should be scheduled so that one occurs prior to the midterm evaluation. Following each observation, a conference should be held with the field experience student to discuss strengths, weaknesses, and suggestions.
7. Reviews the field experience student's lesson plans and provides feedback both before and after the field experience student teaches a lesson.
8. Provides continuous evaluative feedback (oral and written) regarding effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions. The mentor teacher encourages reflection and self-analysis on the part of the field experience student. In addition, the mentor teacher must be open and honest about areas needing improvement, and provide assistance as appropriate.
9. Participates in the evaluation of the field experience student's performance at midterm and at the conclusion of the field experience period, in collaboration with the university supervisor, using the content area [Field Experience Midterm and Final Evaluation Reports](#). The results of the midterm and final evaluations must be reviewed with and provided to the candidate by the mentor teacher and the university supervisor. Upon request, the principal should be provided with a copy of the final evaluation.

10. Assists the field experience student in developing skills in the following areas:
 - a. providing for the needs of students and creating an atmosphere conducive to learning.
 - b. awareness and use of a variety of teaching techniques, procedures, and instructional materials.
 - c. classroom management techniques and the effective use of time.
 - d. assessment.
 - e. analyzing student data.
 - f. record keeping and report writing.
 - h. professionalism, by serving as a "model" professional teacher, and stimulating interest in professional organizations and literature.
11. Communicates any areas of concern with the university supervisor as soon as possible.

THE UNIVERSITY SUPERVISOR: QUALIFICATIONS AND RESPONSIBILITIES

The university supervisor plays a key role in the field experience triad and serves as a link between the school and the university. Often, the university supervisor role is facilitative; however, the role is also one of mentoring the field experience student, supporting the mentor teacher, and building a relationship with the assigned schools. The university supervisor facilitates a team approach and effective communication between the field experience student and the mentor teacher.

Another important role of the university supervisor is to assist the field experience student in developing teaching competencies. The supervisor must determine the assistance needed and then use knowledge, skills, and resources to help the intern.

THE UNIVERSITY SUPERVISOR: QUALIFICATIONS

A university supervisor is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by Winthrop University.

Whenever possible, field experience students are placed under the supervision of a full-time faculty member. If a person is not a full-time instructor at Winthrop University, then the following qualifications must be met for adjunct university supervision:

1. Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school division.
2. At least five years of successful, full-time teaching within the content area of supervision.
3. Written or verbal recommendations of former supervisors or administrative colleagues.
4. Current or former state teacher's license.
5. Endorsement in the same level and broad-subject area as field experience student.
6. Master's degree.

(Adapted from *Handbook for Practica and Student Teaching Experiences*, page 54, School of Education, The College of William and Mary, Author: Dr. Christopher Gareis, Assistant Professor of Educational Leadership)

THE UNIVERSITY SUPERVISOR: RESPONSIBILITIES

Among the responsibilities of the university supervisor, the university supervisor:

1. Serves as the university liaison and primary contact person by working with the principal, mentor teacher, and field experience student.
2. Attends university supervisor meetings at the beginning of the semester. Other supervisor meetings may be called throughout the semester.
3. Meets with the university supervisor's assigned field experience students and mentor teachers early during the experience to review procedures and set expectations for the semester.
4. Assists the mentor teacher and field experience student in developing a positive working relationship and an instructional pacing guide.
5. Conducts a minimum of **two observations** using the [Observation Record](#). Observations should be scheduled so that one occurs prior to the midterm evaluation. Following each observation, a conference should be conducted with the field experience student to discuss strengths, weaknesses, and suggestions. The results of the observation should be shared with the mentor teacher.
6. Develops an improvement plan, or contract, if appropriate. If a field experience student is experiencing difficulty in the experience, a plan is developed in coordination with Student Academic Services to assist the candidate in meeting expectations for improvement. Sample improvement plans are available through Student Academic Services.
7. Participates in the evaluation of the field experience student's performance at midterm and at the conclusion of the experience, in collaboration with the mentor teacher. The results of the midterm and final evaluations must be reviewed using the content area [Field Experience Midterm and Final Evaluation Reports](#) and provided to the candidate by the university supervisor and the mentor teacher. In addition, midterm and final evaluations must be submitted in LiveText.
8. Submits the final field experience grade (satisfactory/unsatisfactory) on Wingspan.

PERFORMANCE EVALUATION

Assisting, Developing and Evaluating Professional Teaching

Evaluation of field experience students is an important component of the Richard W. Riley College of Education teacher preparation program and is a rigorous multi-dimensional process. The evaluation components meet the guidelines and are congruent with South Carolina Legislature's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for teaching interns.

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) legislation passed by the South Carolina Legislature, requires that certain guidelines are followed in teacher education programs. Winthrop University infuses ADEPT into the field experience through the observations and the midterm and final evaluations.

OBSERVATIONS IN THE PERFORMANCE STANDARDS

To document performance in each of the ADEPT Performance Standards, a field experience student is observed formally at least four times during the field experience semester using the observation record for Winthrop University, Richard W. Riley College of Education.

It is required that a mentor teacher, in addition to the many informal observations conducted, completes a minimum of two formal observations. In addition, the university supervisor is required to complete a minimum of two observations. Upon completion of an observation, a copy should be placed in a file that is located in an agreed-upon location in the classroom, where it remains until the end of the field experience. At that time, those copies become the property of the candidate. The white copy is to be retained by the supervisor and submitted to the Student Academic Services office for the field experience student's file.

MIDTERM AND FINAL EVALUATION REPORTS AND SCORING GUIDELINES

Each content area has designed summative midterm and final evaluation instruments and scoring guides to evaluate the field experience student's performance in planning, instruction, classroom management, professionalism, and content area knowledge. The university supervisor and the mentor teacher together decide the outcome of these evaluations. The field experience student should also be directly involved with this process culminating in a three-way conference to discuss the evaluation.