

Guidelines for Professional Practice:

A Handbook for Pre-Service Teachers' Field Experience & Student Teaching Placements



**Division of Education
Walsh University**

Revised Fall, 2002

INTRODUCTION

From your FIRST field experience through your student teaching semester, you will be expected to behave as one of today's professional educators. In light of your affiliation with a Catholic Christian institution, this expectation is even more essential. To assist you in adopting appropriate behaviors, Domain IV of the Praxis/Pathwise evaluation model is devoted entirely to the category titled, "Professional Responsibilities." These guidelines help answer questions you might have, enable you to avoid difficult or embarrassing situations in schools, and allow those whom you teach to attend to your work with them, without being distracted by your appearance or conduct. Additionally, this information will be provided to your cooperating teachers and supervisors so that they will share our common understandings of the professionalism that you will demonstrate. If you have any questions about these guidelines, you should consult with your advisor or course instructor in the Division of Education.

PREPARATION

Domain I in the Praxis/Pathwise model relates to "Planning & Preparation." Several aspects of this professional skill area will be modeled during your field experiences and student teaching. Some of these include:

1. Pre-Visitation Activities

Before your first visit to a school, it is usually appropriate to call the cooperating teacher to whom you have been assigned. During this call you can finalize details related to times, locations, parking, etc. and make yourself known to this teacher. Remember that first impressions are LASTING, even when they occur over the telephone. Professional courtesy and respect should be very clear in all of your contacts with in-service educators throughout your teacher preparation program and your career.

2. Initial Meetings

Be SURE to arrive a few minutes early for your first school visitation. State law requires that you report to the main office and sign in before proceeding to your assigned classroom. The school may require that you wear a "Visitor" badge in addition to your **Walsh University ID** (which MUST be worn at all times when you are in a school beyond our campus). If possible, it is proper to meet the building principal and/or the principal's designee, as their schedules permit. Someone should escort you to your assigned classroom from the main office. When you are introduced to your cooperating teacher, shake hands in a professional manner and express your appreciation. Remember, these teachers receive NO MONEY (except for a token stipend during student teaching semesters) for agreeing to work with you! You should be flexible and helpful from the very beginning of each field

experience. When you have the opportunity, share with your cooperating teacher the letter of introduction from your Walsh University instructor, a copy of this handbook, required evaluation forms to be completed, and the specific field-based course requirements from your course syllabus.

3. Attendance & Punctuality

You are expected to be present and on time for EACH scheduled field experience date. In case of emergency, you are required to notify BOTH your cooperating teacher and your Walsh University instructor immediately to account for your absence. In preparation for this, be sure to ask for the telephone number at which your cooperating teacher prefers to be notified about such an emergency absence. Punctuality, in professional terms, requires that you arrive 5-10 minutes BEFORE your scheduled time each day. Be certain to sign in at the main office and to keep an accurate log of your field hours throughout your field experience. Demonstrate your commitment by remaining active throughout each visit and offering to help out after your required visitation time is complete.

4. Planning Lessons & Activities

Most of the education courses in which you will be enrolled will include required lessons and activities to be taught during your field experiences. In planning to meet these requirements, keep in mind that you are a GUEST in this teacher's classroom. The cooperating teacher should be involved from the very beginning in planning for and scheduling these lessons or activities based on his/her students' needs, and the anticipated schedule. Your position should be one of ASKING, rather than telling, what may be taught and when. You should provide your cooperating teacher a draft of your intended lesson plan or activity description 3-5 school days PRIOR to the date you would like to teach it to confirm that it meets student needs and readiness, the cooperating teacher's expectations, and the class schedule. Be OPEN to helpful feedback from your cooperating teacher on these occasions. If there is confusion, be sure to consult your Walsh University instructor, and/or encourage the cooperating teacher to do so, to avoid difficulties.

5. Materials

The media coordinator in your assigned building and your cooperating teacher will be able to let you know what kinds of technology and materials are available to help in preparing for and teaching your lessons and activities. The key to having the materials and equipment that you need WHEN you need them is PLANNING. You must communicate your needs well in advance of your intended teaching episodes to insure that you CAN do what you have planned to do.

PROFESSIONALISM IN THE TEACHER PREPARATION PROGRAM

Your professional conduct is also an important aspect of your on-campus work in the Teacher Preparation Program. Several important elements are especially critical:

1. Work with your **advisor** in advance of each new term's registration, and at any other time that you have questions about requirements, academic issues, and/or personal problems. This will eliminate confusion, and can save you both time and tuition expenses.
2. Always read your **course syllabi** carefully, especially in terms of attendance and punctuality policies. These vary by instructor.
3. Be aware of **deadlines and program requirements**. Remember that there are THREE critical "application" points in this program:

a. Application for Admission to the Teacher Preparation Program

(to be submitted when these criteria are met):

- 1) Basic skills in math and language arts demonstrated
- 2) "Core" Education courses completed, each with a minimum grade of B-:
 - a) EDUC 107 School and Society
 - b) EDUC 206 Differences and Diversity
 - c) EDUC 208 Instructional Technology
 - d) Educational Psychology (AYA 233, MCE 223, ECE 213 OR EDUC 263)
- 3) Passing all three parts of the Iowa Tests of Educational Development
- 4) BCII check and clearance (see separate informational handout)
- 5) Completion of 49 semester hours
- 6) Cumulative GPA of at least 2.7
- 7) Education courses and licensure area content GPA of at least 2.7
- 8) Good Moral Character affidavit on file
- 9) Career Objectives on file
- 10) Three Walsh Faculty recommendations on file, at least TWO from Division of Education faculty

b. Application to Student Teaching

- 1) Completed BEFORE the pre-student teaching semester
- 2) All content area course work must be completed PRIOR to student teaching

- 3) All education course work must be completed PRIOR to student teaching
- 4) All licensure requirements must be met, or planned to be completed, PRIOR to student teaching
- 5) All academic standards outlined above must still be met
- 6) All field experience requirements, with evaluation forms submitted, must be completed prior to this application point
- 7) Successful completion of the relevant Praxis II content test(s) in the intended licensure area PRIOR to student teaching

c. Application for Ohio Department of Education Licensure

- 1) Student Teaching semester successfully completed with a minimum grade of B-
 - 2) Completion of all education and content courses
 - 3) Hours required for completing Walsh University degree requirements are met
 - 4) Successful completion of the required PRAXIS II Principles of Learning and Teaching test in the intended licensure area
 - 5) A second BCII check & clearance (same as above)
4. Always treat your peers and professors with **courtesy, respect, and tolerance**.
 5. On any occasion during which you are scheduled to present a lesson or activity, including in-class presentations, please adhere to the "**Appearance**" guidelines outlined below.
 6. Remember that we frequently have **multiple activities** occurring at the same time in the Hannon Center. This requires mutual respect in terms of noise and facility use.
 7. Please leave our **instructional settings** in the same condition in which you found them. This means, for instance, discarding your own trash, returning chairs and tables to their original placements, and cleaning up after activities involving the use of teaching/learning materials.

THE EDUCATION PLACEMENT OFFICE (HANNON CENTER #110)

The personnel in the Education Placement Office serve as coordinators for all field experience assignments, BCII background checks, admission to the Teacher Preparation Program, and pre-student/student teaching placements. All education students are required to have a criminal background check prior to entering any classroom for observations, field experiences and/or pre-student/student teaching. Students who

have not submitted a clear check are not permitted to participate in any observations or field experience. Consequences for failure to submit a background check are listed in each course syllabi.

All students should be aware that prior criminal convictions, whether or not the conviction has been expunged, can affect his/her ability to obtain a license to teach in the State of Ohio and/or affect his/her ability to obtain employment in a pre-school program, parochial school, public school district or chartered non-public school. It is the student's responsibility to determine whether he or she is eligible for licensure and/or employment as a teacher in the State of Ohio. Each Walsh University education student is responsible for maintaining the high moral and ethical standards necessary to be included in field experiences, pre-student/student teaching and to become licensed to teach in the State of Ohio.

Each student is responsible for the completion of all the field experience requirements in each course, including the documentation of hours and the submission of a *Verification of Field Experience/Service Learning* form (see attached). The table that follows lists, by licensure program, the minimum requirement for each requisite class.

FIELD EXPERIENCE REQUIREMENTS BY COURSE FOR ALL EDUCATION STUDENTS													
E D U C	ECE		ISE		MCE		AYA		PE				
	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>			
	107	12	107	12	107	12	107	12	107	12			
	206	15	206	15	206	15	206	15	206	15			
	208	20	208	20	208	20	208	20	208	20			
	351	20	351	20	351	20	354	20	354	20			
	353	20	353	20	353	20			463	60			
		455	30**	354	20			465	420*				
FIELD EXPERIENCE REQUIREMENTS BY LICENSURE PROGRAM													
L I C E N S U R E A R E A S	ECE		ISE Mild/Mod		ISE Mod/Int		MCE		AYA		PE		
	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>	
	210	5	240	10	241	10	222	30	333	30	264	10	
	211	10	243	15	243	15					265	20	
	316	15	245	10	245	10	323	two @	431	one	360	40	
	318	15	342	15	342	15	324	30 ea.	432	@	361	15	
	319	15	343	25	343	25	325	equals	433	60	462	15	
	410	60	345	10	344	25	326	60	434		463	20	
	411	420*	440	25	345	10	420	20	435	420*	464	10	
			ISE COURSES	441	60	347	15	421	420*	***	60		
			243	15	443	420*	440	25					
			245	10			441	60					
			440	25			445	420*					
		Total	677	Total	707	Total	747	Total	637	Total	637	Total	677

* 300 of the 420 hours completed in *student teaching* are considered *clinical* hours

** 30 clinical hours

*** 60 service learning hours required (e.g., Lighthouse, Timken Academy)

To ensure that students are placed in diverse settings, most field experience assignments are made in conjunction with the course instructor and are designed to meet the stringent requirements of each particular course. Several field experience assignments are limited to carefully selected partner schools and are designed to ensure that each and every student has a carefully planned, intensive field experience in a variety of settings, including multi-age, varying abilities, urban, rural, parochial, and suburban. Because of the need to provide diverse experiences, all students who wish to obtain their own field experience placements must first seek the approval of the Placement Office and then their course instructor to ensure that diverse field experience occurs.

The Education Placement Office is also the source for all documents, application forms, testing information booklets, and PRAXIS registration materials. The Placement Office staff will be happy to assist you as you proceed through these various application points, including admission into the Teacher Preparation Program and application for pre-student/student teaching. To avoid difficulties, PLEASE remember to adhere to application deadlines as posted and announced in your classes.

APPEARANCE

From your first meeting with the building principal and cooperating teacher, through your last field experience session, your physical appearance will be considered as part of your evaluation as a professional. Some schools have guidelines that are less rigorous than those outlined here. ***YOU ARE EXPECTED TO FOLLOW THE WALSH UNIVERSITY APPEARANCE GUIDELINES SPECIFIED HERE***, even if some teachers in your assigned school have more lenient standards.

1. **Your Walsh University ID is to be worn at all times** in the clip-on holder that you purchased. This provides you legal protection and identifies you as a student teacher in your building. Both the building principal and your cooperating teacher will be asked to **prohibit entry into any school building** without this ID.
2. **Professional Apparel:**
 - a. No jeans or shorts*, except on specially identified school days
 - b. All clothing should be clean and pressed
 - c. No athletic shoes*
 - d. Maximum 2" heels
 - e. No bare midriffs
 - f. No t-shirts*
 - g. Skirts no shorter than 3" above the top of the knee
 - h. No tank tops, tight fitting attire, sundresses, or revealing clothing
 - i. Ties for men are recommended
 - j. No sweat clothes or warm-up suits*

- k. No hats inside buildings

3. Ornamentation

- a. Maximum of ONE pair of earrings (earrings are discouraged for men)
- b. Maximum of 3-4 pieces of jewelry total
- c. No other ornamentation in visible body piercings
- d. No tongue studs
- e. No visible tattoos

4. Make-Up & Hair Color

- a. Moderation is appropriate; extremes are unacceptable
- b. Hair should be clean and well groomed
- c. Extreme hair colors are not permitted
- d. Men should be clean shaven, or have well-groomed facial hair

5. Other

- a. Gum chewing is prohibited.
- b. Food and/or beverages should only be consumed outside of the placement classroom(s) or in locations approved by the host school
- c. Smoking is prohibited anywhere on the school grounds, including in your parked car, or within the school building
- d. The consumption of alcohol before a school visitation and/or the use of controlled substances at any time is strictly prohibited, and provides grounds for dismissal from the Teacher Preparation Program.

* With the exception of those in physical education field experience placements.

INTERACTIONS WITH STUDENTS

To avoid difficult and/or compromising situations, the pre-service teacher must be very mindful during his/her work with students. While it is appropriate and expected that you be friendly and caring, your role is not that of a "buddy" to these students. Please remember that you represent this university, and its reputation is affected by your conduct. These guidelines should help you monitor your interactions with students:

1. Always maintain a **professional rapport** with your students and the other teachers. This includes formal modes of address (Mr., Mrs., Ms.) whenever students are involved. Only address your cooperating teacher by his/her first name if you are given permission to do so, and never in front of the students.
2. When working with individuals or small groups of students, always choose a location where you are **easily observable** by others. Working behind closed

doors or in remote locations invites the possibility of suspicion and accusation, and affords you little protection.

3. Your contacts with students should be mutually **respectful and courteous**. It is both inappropriate and ineffective to use verbal abuse as a form of student discipline.
4. Be **respectful of the students' time** as you teach lessons and complete planned activities. This means keeping transition time to a minimum, having the materials you need prepared and available, being organized enough to insure maximum teaching/learning in the allocated time period, and finishing lessons/activities according to the time frame indicated by your cooperating teacher.
5. Refer to your cooperating teacher and/or the school's guidelines as you design and implement your classroom management techniques.

WORKING WITH SCHOOL PROFESSIONALS

The Praxis/Pathwise model includes interactions with other educational professionals as one of the critical standards to be considered in evaluating a teacher. These guidelines should reinforce and/or help you develop your skills in this area.

1. General Guidelines

- a. Always maintain a **professional rapport** with teachers, staff members, and administrators in your assigned school. It is unwise to share stories about drinking, smoking, or questionable behavior with any of your professional colleagues, and NEVER with your students.
- b. Be **respectful** of all adults whom you encounter, including parents, and always use formal modes of address (Dr., Mr., Mrs. Ms.).
- c. Always comply with school and/or **district requirements**, even if they are more strict than those expressed here.
- d. Respect the **confidentiality** of information that you receive or overhear. This is one of the critical errors that pre-service teachers often make. Violating such confidences, even with other teachers, can have career-ending results.
- e. Remember that you are a GUEST in this school. Such status requires an **appreciative and cooperative attitude**.
- f. During field experiences, you are to observe the Walsh University **calendar** in terms of holidays, etc. During student teaching, you observe the host school's calendar, even if this means that you continue teaching while other Walsh University students are on a break. It is your responsibility to schedule your time with this in mind

so as to complete course obligations according to syllabus requirements.

- g. Demonstrate **enthusiasm and energy** during your field experiences. This means taking initiative, volunteering, and going beyond basic requirements. If most of your time is spent observing from the back of the room, you will learn very little. Don't wait to be asked. Instead, ask your cooperating teacher for permission to get involved on any/every occasion that you see a student in need. If you see students who require assistance, help them. If you see papers to be graded/returned, do it (with teacher permission, of course). If your cooperating teacher has nothing specific in mind for you to do on a particular day, visit another teacher, meet with the media specialist, develop new materials, etc. **Teaching is NOT a spectator sport!**

2. Cooperating Teacher

- a. Remember that you are a temporary **guest** in this teacher's room(s). As such, you should respect and support his/her grading and discipline policies and practices. Additionally, you are to serve at this teacher's direction in the lessons and activities that you plan and teach.
- b. Keep in mind that this teacher is responsible for meeting his/her **district and school requirements**, NOT those of Walsh University. This means that the content taught, the skills developed, and assessments administered must enable the students in your field experience class(es) to achieve the goals established in your host school. You will need to confirm that what you want to teach is compatible with these goals, or your cooperating teacher will suggest alternatives that are.
- c. If you sense **inconsistencies** between what you were taught and what you are being asked to do in your field placement, you should work with your Division of Education instructor. He/She will act on your behalf to clarify expectations, modify requirements, and/or communicate with your cooperating teacher so as to facilitate your completion of course assignments and the needs of the students in your field experience class(es).
- d. Remember that your cooperating teacher is a **co-evaluator** of your field experience efforts. Your Division of Education instructor, and/or university supervisor will also assess your work. All such evaluations should be based on syllabus specifications.

3. Other Teachers in the Building/District

- a. Protect the **confidentiality** of student information (see 1, d. above).
- b. Maintain a **professional rapport**, as already described.
- c. Make an effort to **observe as many other teachers** "in action" as possible so as to make the most of your field experience time.

4. Building Principal(s)

- a. Keep in mind that the principal must **approve** the presence of any field experience student or student teacher in his/her building.
- b. The principal **assigns** pre-service teachers to the cooperating teacher(s) of his/her choice.
- c. The principal **supervises** BOTH the cooperating teacher and the field experience student.
- d. The principal is ultimately **responsible** for all aspects of the school's performance, including academics, discipline, parent interactions, etc.
- e. A **respectful rapport** with the principal contributes to a more successful field experience, and often to favorable results when you become available for employment.

EVALUATION

Throughout your teacher preparation at Walsh University, you will be evaluated according to Praxis/Pathwise criteria. Many of these standards are demonstrated during your field experience placements and student teaching semester. Additionally, most of your educational methods courses include evaluation results from your field experiences as part of your course grade. It will serve your best interests well if you adhere to ALL the guidelines provided in this handbook AND the specific suggestions related to evaluation listed below.

1. Pay attention to the **evaluation schedule in your course syllabus**. It is YOUR responsibility to distribute the necessary forms to your cooperating teacher, remind him/her of due dates, schedule appointments to go over each review, and submit the required documentation to your Division of Education instructor according to the class requirements.
2. You will need to keep **careful records of the hours** you spend in your field experience placements. Your Division of Education instructor will provide the form, *Verification of Field Experience/Service Learning* (see attached) to document your time. It is your responsibility to obtain confirming signatures from your cooperating teacher. Complete these forms EACH TIME you visit your school and submit them to your Walsh University instructor according to syllabus requirements. If you are also required to complete a field experience log, write each entry on, or immediately after, each day's activities. Reconstructing events from memory after the fact is both counterproductive and unacceptable.
3. It is **unrealistic to expect "straight A's"** at this point in your field experience evaluations. As a pre-service teacher, there are many aspects of

your professional performance that you will want to enhance or improve upon. Your cooperating teacher will help identify these areas and provide suggestions for you to try out. Professionals appreciate and ask for such constructive criticism. Realize that the students in your classes will be better served as each of us improves both WHAT we teach and HOW we teach it.

4. You should schedule an **appointment to review each formal evaluation** that your cooperating teacher completes BEFORE it is submitted to Walsh University. Such conferences provide an excellent opportunity for dialogue and cooperation between the field experience student and the cooperating teacher. These evaluations need NOT be mailed confidentially to the Division of Education; rather, it is in the pre-service teacher's best interests to discuss them in the context of the field experience classroom for optimal benefit.

CONCLUSION

Following the guidelines provided here should enable you to experience the greatest results from your school placements in connection with your teacher preparation program. If at any time you have questions about these guidelines or sense inconsistencies between Walsh University requirements and your school/cooperating teacher's expectations, you should immediately let your Division of Education instructor know, and he/she will work with you to resolve questions before they become conflicts. These opportunities to develop your professional attributes will be beneficial during your pre-service experiences, as well as after you are employed as a teaching professional.

FIELD EXPERIENCE REMINDERS

DO:

- Wear the Walsh University identification badge when visiting any school
- Report to the main office immediately upon entering a school
- Introduce yourself and inform who you are and why you are there
- Sign in with the proper person to record your visit with the school
- Have the principal or his/her designee sign your Verification of Field Experience/Service Learning form
- Contact the school if you are unable to keep your appointment
- Be courteous and flexible at all times
- Take advantage of every opportunity to learn as much as you can while you are at a school
- Visit a variety of school sites (public, parochial, urban, rural, private, etc.)
- Schedule your field experience in enough time for the school to accommodate your needs and well before the end of the semester
- Thank everyone for his/her time and effort on your behalf
- Dress professionally
- Remember that you are representing Walsh University

DO NOT:

- Visit a school for field experience before you have a ***CLEAR*** BCII check on file with the Education Placement Office in the Division of Education