



STEP 1 PLEASE READ THIS ENTIRE PACKET (including the sections for the classroom teacher) **BEFORE** you contact anyone at a school about field experience!

Attached to this letter you will find information, guidelines, and expectations (pages 1-8) for the field experience portion of TMI 1 (also included in this section are the steps to setting up field experience site, instructions on how to properly document your field experience, and information on the required reflective essay). For those of you already working as a licensed instructor, we have included the reduction in classroom field experience application.

We have also attached a packet for the classroom teacher who will supervise your field experience. Please give the packet to the teacher on your first visit. It contains: an introductory letter to the classroom instructor (page 10) to inform them of the guidelines and goals of your field experience, a field experience log (page 11), and the professional disposition evaluation form (pages 12 & 13, includes comment section and quick field experience guideline reference). If you will be observing more than one classroom, additional copies of these documents may be made (use a different log and evaluation for each classroom instructor observed).

Please read through the packet carefully. This information will not be covered at Orientation. You are responsible for maintaining a level of professionalism and obeying specific guidelines during your field experience, all of which are laid out in this document. **Failure to read and comprehend this document will lead to confusion and mistakes that could lead to dismissal from program.**

We wish you the best of luck in your classroom! Please contact our office if you have any questions or concerns about the field experience component.

Sincerely,

Jason E. Wilkins
Director, Teach Mississippi Institute

FIELD EXPERIENCE CHECKLIST

A completed field experience packet includes the following:

- ☐ Log forms totaling 60 hours completed and signed by classroom teacher
- ☐ Professional Disposition form completed and signed by classroom teacher

See your syllabus or handbook for completed field experience packet deadline.

The Reflective Essay must be submitted on the Blackboard TMI course site by TMI 1 course end date.

Fax your field experience packet to 662-915-5138, scan and email it to tmi@olemiss.edu, or mail it to the address on the right (you will receive a confirmation of receipt email):

Outreach and Continuing Studies
Teach Mississippi Institute
P.O. Box 1848
University, MS 38677

Note: Please make a copy of the field experience packet for your records before sending them to the TMI Office. The TMI Office is not responsible for forms lost in the mail, by fax, etc.



Classroom Field Experience

To complete the first component of TMI, students are required to complete sixty (60) hours of field experience in a Mississippi classroom setting and write a reflective essay. Program participants who are concurrently teaching in a Mississippi Public School District or a MDE-accredited private school may apply for a special exemption that would reduce their requirement to thirty (30) classroom field experience hours. They must submit the required paperwork (page 4) including a copy of their current Mississippi Teaching license.

General Information

Classroom field experiences should be completed at a public or private (MDE accredited) school in Mississippi. Students may work with multiple teachers and schools if they wish. The field experience must be completed in grades 7-12 (unless subject area is K-12, such as Art, Music, Foreign Language, Health, PE, Library, or Special Education). Each classroom teacher you are working with must complete a classroom field experience log and evaluation form.

STEP 2 Set up a Field Experience (remember, Step 1 is to read this entire packet, do not attempt to set up field experience before you complete that task)

To set up your field experience, first contact the school district central office or the principal of the school in which you wish to work. Explain you are enrolled in an alternate route program, and you **would like the contact information (name, mailing address, and email) for the person in charge of field experience placement** for the school district. This information, along with some school information (that can be pulled from the school's website), and the name and the email address you used to sign up for TMI, will be entered into an online webform (all field experience requests must be made through this webform prior to the deadline on the top right of this page).

To access the webform, visit: <http://olemiss.edu/observation>. In order for the webform to work, "cookies" must be enabled on your web browser (most browser's default to that setting, Safari does not and will have to be changed). For information on cookies, visit: www.allaboutcookies.org.

Once a webform request is submitted, we will send a letter to the school providing some information about the Teach Mississippi Institute, as well as confirm that you are a student in our program and that you have passed a background check. We encourage everyone to start his or her classroom field experience as early as possible. You may even start working on these hours prior to the start of the TMI 1 class **AFTER** you have successfully passed the background check and received your letter of acceptance. ***If you complete the webform before the program begins or after the deadline listed at the top of this page, you must contact TMI Online to let us know you need a letter sent on your behalf.***

Field Experience Policies and Guidelines

Program participants are expected to show initiative by offering to assist the classroom teacher in the assigned classroom and by independently getting involved in classroom activities. The following responsibilities are expected for all candidates during field experiences:

- Ideally, your classroom field experiences should be scheduled throughout the duration of your online coursework. We suggest two to four hours a day if you are not currently teaching. If you are unable to spread out your hours due to work constraints, you may spend more than the suggested two to four hours a day in the classroom.
- Make it clear to the teacher that your participation in this field requirement is designed to increase your knowledge about classroom instruction of students.
- Program participants are role models for students, and expected to dress appropriately. Follow the school or district's dress code, or any other stated policy concerning teacher dress, behavior, expectations, etc. Jeans, shorts, and t-shirts are not appropriate dress. Neat slacks, skirts and blouses, and dress shirts or sport shirts are acceptable in all school sites.
- Be professional at all times. Always notify the teacher or office personnel should you need to change or cancel a planned experience session.
- Program participants must not use cell phones or any other communication devices for any purpose during the time they are in the classroom.



Classroom Field Experience

Additional Expectations

In addition to the policies and guidelines outlined above, TMI participants are expected to:

- Arrive promptly and sign in
- Exhibit communication skills in oral and written language that reflect Standard English
- Respect and follow school safety and health regulations
- Report any problems/concerns to the TMI staff immediately at (662) 915-7314
- Treat conferences and classroom events with confidentiality and professionalism
- Express interest and enthusiasm
- Observe, analyze, and reflect on classroom and school activities

Program participants are encouraged to assist the classroom teacher by:

- Tutoring individual students
- Preparing instructional materials
- Checking assignments
- Assisting with supervision
- Assisting teachers as requested
- Teaching small groups or whole class lessons

Documentation of Field Experience

The materials for the classroom teacher will include a classroom log. You or the classroom teacher will be required to enter the date, beginning and end times of each of your classroom sessions and information about the class activities. The classroom teacher will initial each entry to verify your attendance.

The classroom teacher will also complete an evaluation of your performance. The form asks the classroom teachers to evaluate your interactions, professionalism, and assistance in the classroom.

Once the classroom field experience log has been completed please remind the classroom teacher to sign the log form and complete the evaluation form. The evaluation and time log should be returned to our office via fax at 662-915-5138, via e-mail attachment [tmi@olemiss.edu], or by US Mail (see page 1 for details and deadlines).

Reflective Summary

The final part of the classroom observation component is the submission of a personal, reflective statement summarizing your insights, feelings, attitudes, and perspectives on what you have learned during the field experience. We ask that you maintain confidentiality where names or any personal concerns may be involved. Submit the statement using the classroom field experience drop box in your online course.

The statement should contain a minimum of 500 words. In this reflection, comment on the following points:

- Description of the school environment, the classroom, facilities, and physical arrangements
- The grade, age-range, gender, and total number of students
- Comments concerning the classroom structure, routine, and daily schedule
- Descriptions of the curriculum and teaching strategies used
- The uses of technology in instructional settings
- Students' varied approaches to learning
- Types of disabilities represented in the classroom
- Your participation in activities and teaching
- Any other information that you feel is relevant



InTASC Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, as well as designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that foster individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learners' decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community) and adapts practice to meet the needs of the learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.

Council for the Accreditation of Educator Preparation (CAEP) Core Teaching Standards

Standard #1: Content and Pedagogical Knowledge. The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.



Standard #2: Clinical Partnerships and Practice. The provider ensures 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.

Standard #3: Candidate Quality, Recruitment, and Selectivity. The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard #4: Program Impact. The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard #5: Provider Quality Assurance and Continuous Improvement. The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Mississippi Educator Code of Ethics – Standards of Conduct

Standard 1: Professional Conduct - An educator should demonstrate conduct that follows generally recognized professional standards.

1.1 Ethical conduct includes, but is not limited to, the following:

- a. Encouraging and supporting colleagues in developing and maintaining high standards
- b. Respecting fellow educators and participating in the development of a professional teaching environment
- c. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
- d. Providing professional education services in a nondiscriminatory manner
- e. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
- f. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children.

1.2 Unethical conduct includes, but is not limited to, the following:

- a. Harassment of colleagues
- b. Misuse or mismanagement of tests or test materials
- c. Inappropriate language on school grounds or any school related activity
- d. Physical altercations
- e. Failure to provide appropriate supervision of students and reasonable disciplinary actions.

Standard 2: Trustworthiness - An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.



2.1 Ethical conduct includes, but is not limited to, the following:

- a. Properly representing facts concerning an educational matter in direct or indirect public expression
- b. Advocating for fair and equitable opportunities for all children
- c. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2 Unethical conduct includes, but is not limited to, the following:

- a. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
 1. employment history, professional qualifications, criminal history, certification/recertification
 2. information submitted to local, state, federal, and/or other governmental agencies
 3. information regarding the evaluation of students and/or personnel
 4. reasons for absences or leave
 5. information submitted in the course of an official inquiry or investigation
- b. Falsifying records or directing or coercing others to do so.

Standard 3: Unlawful Acts - An educator shall abide by federal, state, and local laws and statutes and local school board policies.

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Educator/Student Relationships - An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1 Ethical conduct includes, but is not limited to, the following:

- a. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/ student authority while expressing concern, empathy, and encouragement for students.
- b. Nurturing the intellectual, physical, emotional, social and civic potential of all students
- c. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
- d. Creating, supporting, and maintaining a challenging learning environment for all students.

4.2 Unethical conduct includes, but is not limited to the following:

- a. Committing any act of child abuse
- b. Committing any act of cruelty to children or any act of child endangerment
- c. Committing or soliciting any unlawful sexual act
- d. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- e. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
- f. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with students.

Standard 5: Educator/Collegial Relationships - An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.



5. Unethical conduct includes but is not limited to the following:
 - a. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
 - b. Harming others by knowingly making false statements about a colleague or the school system
 - c. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
 - d. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
 - e. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues.

Standard 6: Alcohol, Drug and Tobacco Use or Possession - An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

- 6.1 Ethical conduct includes, but is not limited to, the following: Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.
- 6.2 Unethical conduct includes, but is not limited to, the following:
 - a. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
 - b. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
 - c. Being on school premises or at a school-related activity involving students while documented using tobacco.

Standard 7: Public Funds and Property - An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

- 7.1 Ethical conduct includes, but is not limited to, the following:
 - a. Maximizing the positive effect of school funds through judicious use of said funds
 - b. Modeling for students and colleagues the responsible use of public property.
- 7.2 Unethical conduct includes, but is not limited to, the following:
 - a. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
 - b. Failing to account for funds collected from students, parents or any school-related function
 - c. Submitting fraudulent requests for reimbursement of expenses or for pay
 - d. Co-mingling public or school-related funds with personal funds or checking accounts
 - e. Using school property without the approval of the local board of education/governing body.

Standard 8: Remunerative Conduct - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

- 8.1 Ethical conduct includes, but is not limited to, the following:
 - a. Insuring that institutional privileges are not used for personal gain
 - b. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.
- 8.2 Unethical conduct includes, but is not limited to, the following:



- a. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body
- b. Tutoring students assigned to the educator for remuneration unless approved by the local school board
- c. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. (This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.)

Standard 9: Maintenance of Confidentiality - An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1 Ethical conduct includes, but is not limited to, the following:

- a. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
- b. Maintaining diligently the security of standardized test supplies and resources.

9.2 Unethical conduct includes, but is not limited to, the following:

- a. Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- b. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- c. Violating other confidentiality agreements required by state or local policy.

Standard 10: Breach of Contract or Abandonment of Employment - An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:

- a. Abandoning the contract for professional services without prior release from the contract by the school board
- b. Refusing to perform services required by the contract.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct, which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).



Reduction of Classroom Field Experience

FOR PARTICIPANTS WHO ARE CURRENTLY TEACHING

A requirement of this course is to complete sixty (60) hours of field experience in a Mississippi classroom setting. Program participants who are concurrently teaching in a Mississippi Public School District or a MDE-accredited private school may apply for a special exemption that would reduce their requirement to thirty (30) classroom field experience hours. Please fill out the document below and return it along with a copy of your current Mississippi Teaching license. Reduction of classroom field experience forms returned without a copy of a teaching license will not be considered.

Name: _____
(Last, First, Middle, Maiden)

Address: _____
Number & Street Apt.#

City State Zip

- Are you currently licensed in Mississippi? ☐ Yes ☐ No
Type of teaching license you currently hold: _____
Please provide a copy of your current MS teaching license with this application

- Are you currently teaching in Mississippi? ☐ Yes ☐ No

Name of School: _____

District Name: _____

Address: _____
Mailing Address

City State Zip

- I acknowledge that the answers to the above questions are true and correct and that by signing below I am requesting a reduction of the number of classroom field experience hours that I must complete for the first component of the Teach Mississippi Institute.
- I understand if my application is approved, I must complete my classroom field experience in another teacher's classroom. This can be done during a planning time if approved by my administrator.
- I understand that if any of the information above is false, I will be automatically dismissed from the Teach Mississippi Institute program and will forfeit all monies paid.

Signature of Applicant

Date

Office Use Only

_____ Copy of Valid MS Teaching
License included
_____ Request approved
_____ Entered in FMP



Dear Mississippi Teacher,

Thank you for allowing this Teach Mississippi Institute (TMI) Student to observe and assist in your classroom for the field experience component of the program. TMI is an online alternate route teacher certification program. After the student completes the program, we expect he or she to teach in a Mississippi secondary school (or a lower level in a limited number of subjects). The field experience portion is essential in helping students become successful teachers by learning classroom management and effective teaching methods.

Enclosed are log forms to record the TMI student's activities and time in your classroom, an evaluation sheet, and instructions for completing the evaluation sheet. Please have the TMI Student fill out the log forms throughout the hours in your classroom. Also, please initial each entry to verify their attendance. If possible, allow the TMI Student to teach at least two lessons in your classes.

The TMI student is required to complete sixty (60) hours of classroom field experience. We ask that each classroom teacher who works with the TMI students complete a separate classroom field experience log and evaluation form.

Once the student has fulfilled your requirements, please complete the evaluation sheet and return it and the log forms to our office. You or the TMI student can mail the forms to the address to the right. You can also send the information to us via fax at 662-915-5138 or via e-mail as an attachment to tmi@olemiss.edu.

Outreach and Continuing Studies
Teach Mississippi Institute
P.O. Box 1848
University, MS 38677

If you have any questions or concerns about the field experience or the TMI Student, please do not hesitate to contact us.

We appreciate your dedication to education and the future of our children by helping us to prepare new teachers for our classrooms!

Sincerely,

Jason E. Wilkins
Director, Teach Mississippi Institute



Classroom Field Experience Log

TO BE COMPLETED BY CLASSROOM TEACHER

Name of Student

Name of Classroom Teacher

Name of School

Subject Area(s) & Grades

Date	Time In	Description of Activity	Time Out	Total Time	Supervisor Initials
Total Hours of Classroom Field Experience Completed					

By signing below, I assert that the TMI student named on this form did complete the Classroom Field Experience hours listed herein.

Signature of Classroom Teacher/Supervisor

Date



Professional Disposition Evaluation

TO BE COMPLETED BY CLASSROOM TEACHER

Name of Student

Name of Classroom Teacher

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth and development. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

(NCATE=National Council for Accreditation of Teacher Education)

Evaluation Scale:

- N/O or N/A (0)** Not Observed or Not Applicable
- U (1)** Unacceptable: Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level.
- N (2)** Needs Improvement; requires support.
- A (3)** Acceptable: Meets expectations for standard as defined; requires occasional minimal support.
- E (4)** Exemplary: Consistently demonstrate superior performance on standard; needs little, if any, support/guidance

Professional Dispositions:	N/O N/A (0)	U (1)	N (2)	A (3)	E (4)
1. Exhibited poise, maturity and sound judgement.					
2. Displayed professionalism through punctuality, appearance, attendance, and dependability.					
3. Maintained a positive and enthusiastic disposition toward the teaching profession.					
4. Cooperated and collaborated with teacher and students when requested.					
5. Accepted constructive criticism in a positive manner.					
6. Followed school policies and procedures.					
7. Maintained confidentiality and ethical standards during observation.					

Signature of Classroom Teacher/Supervisor

Date



TMI Field Experience Evaluation

TO BE COMPLETED BY CLASSROOM TEACHER

ADDITIONAL COMMENTS FROM TEACHER

FIELD EXPERIENCE EXPECTATIONS AND GUIDELINES FOR THE TMI STUDENTS

- Arrive promptly and sign in
- Dress professionally
- Exhibit communication skills in oral and written language that reflect Standard English
- Respect the rules and regulations of the cooperating school
- Follow school safety and health regulations
- Report any problems/concerns to the TMI staff immediately (662) 915-7314
- Treat conferences and classroom events with confidentiality and professionalism
- Express interest and enthusiasm
- Observe, analyze, and reflect on classroom and school activities

PROGRAM PARTICIPANTS ARE ENCOURAGED TO ASSIST THE CLASSROOM TEACHER BY:

1. Tutoring individual students
2. Preparing instructional materials
3. Checking assignments
4. Assisting with supervision
5. Assisting teachers as requested
6. Teaching small groups or whole class lessons

FIELD EXPERIENCE POLICIES AND GUIDELINES

Program participants are expected to show initiative by offering to assist the classroom teacher in the assigned classroom and by independently getting involved in classroom activities. The following responsibilities are expected for all teacher education candidates during field experiences:

- Ideally, your classroom field experiences should be scheduled throughout the duration of your online coursework. We suggest two to four hours a day if you are not currently teaching. However, if you are unable to spread out your hours due to work constraints you may spend more than the suggested two to four hours a day in the classroom.
- Make it clear to the teacher that your participation in this field requirement is designed to increase your knowledge about classroom instruction for secondary school students.
- Program participants are role models for students, and expected to dress appropriately. Follow the school or district's dress code, or any other stated policy concerning teacher dress, behavior, expectations, etc. Jeans, shorts, and t-shirts are not appropriate dress. Neat slacks, skirts and blouses, and dress shirts or sport shirts are acceptable in all school sites.
- Be professional at all times. Always notify the teacher or office personnel should you need to change or cancellations a planned experience session.
- Program participants must not use cell phones or any other communication devices for any purpose during the time they are in the classroom.