

2023-2024 WILEY UNIVERSITY

School of Education

Field Based Experience Handbook

WILEY
UNIVERSITY

GO FORTH *inspired.*

Revised 2022

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Preface

Wiley College Educator Preparation Program (EPP) handbook is designed to guide students pursuing certification in any of the teaching fields offered. It serves as the operational handbook for the School of Education faculty and personnel from the coordinating/mentor schools that accept Wiley students as interns. Program requirements are based on adopted rules of the Texas Education Codes and Texas Administrative Codes for Educator Certification.

No document can cover every possible situation that may occur during the Educator Preparation Program (EPP). However, this handbook does provide the general parameters within which the EPP functions. This handbook's provisions constitute a contract between a student and Wiley College, expressed or implied.

Students and related personnel are informed that the College publishes many handbooks/manuals guiding the daily operations of individual divisions, departments, or units. Should there appear to be an apparent conflict between the policies and procedures in this document and those in the College Academic Catalog, the Wiley College Academic Catalog will supersede.

Per the TEA rule change, Wiley College reserves the right to alter or amend the terms of this handbook. The further college reserves the right to correct errors that may have occurred in printing or posting this document.

Hello Wildcats and welcome to Wiley College's School of Education and Sciences!



It is my honor to serve in this place of active learners where students go forth inspired. The excitement and anticipation of a new academic year is profound. In the face of much uncertainty and challenges, there is no doubt that this is a challenging, yet; amazing time to consider becoming a teacher. The School of Education and Sciences is one of two academic areas at Wiley College and comprised of five academic departments: Early Childhood Education, Music Education, Physical Education and Health, Interdisciplinary Studies, and Biology.

Every occupation begins with a great teacher. In the education department, the primary goal of the unit is to prepare high quality, caring, committed, and culturally responsive teachers. The educator preparation program (EPP) includes majors in Early Childhood Education, Music Education, and Physical Education and Health. Our goal is to design learning experiences that are real-world focused, application-based, and individually meaningful. We pride ourselves on developing educators who are highly competent and prepared to help serve as change-agents in the field of education.

The School of Education is intentional and committed to preparing teacher candidates who are:

1. Reflective and proficient in assessing their actions and decisions in the learning process.
2. Active learners who engage in critical thinking.
3. Able to use their understanding of pedagogical, professional, and content knowledge to support student learning; and
4. Highly capable of fostering relationships with school colleagues, parents, and the community to holistically encourage student growth and development.

By joining the Wildcat family, you'll join an institution of compassionate and enthusiastic professionals from diverse backgrounds dedicated to the continued academic and professional growth of our students. From the classroom to clinical settings, you'll obtain the pedagogical and personal skills required to provide a meaningful education.

I hope to meet each of you as the year advances. On behalf of the faculty and staff in the School of Education, good luck!

Warmest Regards,

JoAnn Scales

JoAnn N. Scales, Ed.D.
Dean, School of Education and Sciences
Assistant Professor

School of Education's Mission Statement

The School of Education and Sciences prepares highly competent, capable, and caring effective and efficient educators to meet the needs of students in diverse environments within the State of Texas and beyond. By linking theory, scholarship, and engaging innovative strategies, our students graduate ready to embark on their lifelong journeys in the field of study.

School of Education's Vision Statement

Graduates of the School of Education and Sciences embodies the dispositions and professionalism resulting from a 15-year strategic plan comprised of intensive, guided pathways and curricular enhancements designed to ensure students are fully certified and employable. Our "career pathways" framework provides extensive co-curricular and technology-related experiences to prepare students for dynamic future classrooms or field of study.

Students enrolled in our Educator Preparation Program will learn practical, effective ways to integrate technology resources and technology-based methods. Upon completion, students will design and produce interactive, internet-based lessons that incorporate Technology Applications of Texas Essential Knowledge and Skills (TEKS). In addition, students will demonstrate mastery of accessibility standards and Universal Design for Learning (UDL), and they will demonstrate proficiency in digital literacy.

Overview of Institution

Wiley College, founded in 1873 in Marshall, Texas, is a historically black, primarily liberal arts, residential, coeducational, baccalaureate degree-granting institution affiliated with The United Methodist Church.

Committed to the principle of educational access, the College serves traditional and nontraditional students from diverse backgrounds who have expressed a desire and potential for learning in a Christian environment. The College, in fulfilling its primary purpose of providing a liberal arts education with a global focus, endeavors to provide an intellectually stimulating environment, promoting students' competencies in communication as well as critical and analytical thinking. The College also supports spiritual, ethical, moral, and leadership development. To achieve these superordinate goals, the College promotes an atmosphere of academic freedom and employs a faculty committed to excellence and innovation in teaching, advising, and scholarship. The faculty provides a rigorous curriculum for preparing graduates for professional or graduate students and productive careers in traditional and emerging career fields.

Wiley College is committed to shared governance and exemplary stewardship of its resources. The College employs innovative techniques and strategic planning for all its clientele. Acknowledging its covenant relationship with The United method Church, the College affirms the ideal of social responsibility and seeks to contribute to the welfare and revitalization of its community (Approved by the Wiley College Board of Trustees July 15, 2011).

Overview of the School

The mission of the School of Education is to prepare candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, The Educator Preparation Program (EPP) assists teacher candidates in developing the knowledge, skills, and dispositions necessary to become competent, effective, and

caring teachers in an ever-changing society. Candidates are prepared to become reflective practitioners who are lifelong learners.

The School of Education supports and fulfills the College's mission to provide effective academic programs that prepare future teacher leaders to positively impact the students they serve. This mission, grounded in a solid Christian foundation, reflects the belief that teaching prepares a knowledgeable, engaged, and diverse citizenry to continue to build communities in the truest sense, enhanced through the appropriate use of technology in all its facets. The faculty in the EPP is committed to preparing professional educators who become reflective practitioners through:

- Developing content knowledge, pedagogical skills, and professional dispositions leads to effective teaching.
- Implementing defensible instructional decisions and technology applications.
- Embracing active, engaged student-centered learning.
- Teaching is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

The mission is realized for all candidates through the attainment of twelve common goals aligned with the Texas Education Agency Standards for Teachers and Interstate Teacher Assessment and Support Consortium (InTASC) standards. At the same time, the EPP meets the council for Accreditation for Educator Preparation (CAEP) program standards. The educator preparation Program has established various subject-specific certifications to assist candidates to:

- Develop an understanding of the subject matter areas, create meaningful learning experiences on this knowledge, and master/pass the Texas Examinations of Educator Standards (TExES).
- Prepare teacher candidates with a foundation for successful study at the graduate level.
- Develop an understanding of students' cognitive, social, physical, and emotional development and create learning opportunities that support student academic development.
- Recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
- Develop instructional plans based on students' needs, curricular goals and models, subject matter, and community.
- Develop pedagogical knowledge and skills and use this expertise to encourage students to develop critical thinking and problem-solving skills.
- Create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.
- Develop effective verbal, non-verbal, written, technological, and media communication skills to support and enhance student learning.
- Understand the role of assessment and formal and informal assessment strategies to evaluate student learning.
- Develop skills necessary for self-reflection and use this knowledge to analyze past experiences and pursue professional development opportunities.
- Collaborate with students, candidates, parents, community members, and professional colleagues to support student learning and development.
- Demonstrate a sense of caring.

The State Board for Educator Certification, in conjunction with the Texas Higher Education Coordinating Board, revised the rules governing educator preparation programs. As determined by the State Board for Educator Certification and the Texas Higher Education Coordinating Board, the traditional system, which called for a prescribed schedule of required classes and semester hours, has been replaced with a standards-based teacher preparation system. The latter is based upon identifying the essential knowledge and skills needed for a beginning teacher in Texas and using this knowledge base to build the teacher preparation program. Wiley College has aligned courses with the Texas Essential Knowledge and skills and the Texas Examinations for Educator Standards (TExES) to support these programmatic changes.

The School of Education requires that all Education majors carefully monitor their program of students due to ongoing curricular changes required by the Texas Education Agency (TEA). Due to changes made by the State Board of Educator Certification (SBEC), in conjunction with the Texas Higher Education Coordinating Board (THECB), Education major students may be required to complete additional curricular requirements (when necessary) to obtain their teacher certification. It will also allow candidates to provide credible evidence of their ability to facilitate learning as they meet the Texas Essential Knowledge and Skills (TEKS) and all related Wiley General Education Competencies (GECs)

Source Note: Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter AA. Teacher Standards [Rule 149-Texas Educator Standards used to develop teacher candidates](#)

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242 [CH 247-Educators' Code of Ethics](#)

Policies Pertaining to Field Experience

Field Experience Courses

For students seeking initial teacher certification you can earn credit for coursework designed to prepare you for modern education settings, qualify for initial teacher certification(s), and develop the competence and confidence to become an educator who make a positive difference in the lives and learning of students. Throughout the program, you will gain first-hand field experience in EC-12 schools-culminating in an unpaid semester of clinical teaching, which is a full-time apprenticeship in your chose teaching field with a designated certified teacher.

Field experience courses provide the teacher candidate with the opportunity to observe in public school classrooms and to develop teaching skills through course assignments. Field experiences allow teacher candidates to grow professionally and to apply their knowledge of pedagogy, content area instruction, instructional strategies, and professionalism in divers school settings. Teacher candidates in field experience courses spend anywhere from 5-20 hours a semester participating in fieldwork in assigned schools.

Courses with required field experience assignments are listed in the course catalog and in the degree plan. It is important that teacher candidates not course with a field experience assignment as they may impact scheduling of other courses in a semester.

The EPP faculty will offer two variations of field-based experience; 1) In person classroom experience with a certified teacher in a local k-12 school setting, 2) observations via electronic transmissions or other video or technology-based method. The in-person field-based experience will allow teacher candidates to practice in real-time, teaching methods and strategies that are learned in the EDUC coursework. The technology-based method will allow students to observe various teaching strategies and methodologies across disciplines.

In compliance with Texas Education Agency (TEA) policy, at least 30 hours of field-based experience/observations are required to apply to an EPP program. However, 50 hours of field-based experience/observations are required to apply to student teaching. The policy further states that 15 hours of field-based experience/observations may be provided by use of electronic transmissions or other video or technology-based method. Please follow the link for additional information regarding TEA's policy on field-based experiences [TAC228.35\(E\)\(1\)\(B\)](#).

Field experience is an integral part of Wiley College's Educator Preparation Program (EPP) to help students gain experience as they matriculate through the program. The following forms are needed to document this experience. When applicable, upon completion of the forms, be sure to provide a completed copy of the forms to the Education office and maintain a copy for your records.

Transportation for Field Experience

Candidates are responsible for their own transportation to and from field placement campuses, including clinical teaching. When possible, we try to cluster field assignments to facilitate carpooling and minimize fuel expenses. Please let the Dean of Education know now later than the first week of classes if you need to be placed at a school that is located on a bus route. We will do our best to accommodate your request.

Guidelines for Candidates enrolled in Field Experience

The candidate should:

- Begin the field experience as soon as the placement is received.
- When reporting to the school, present the Wiley College identification and officially sign in and out at the office for each observation. The school may require a visitor's name tag.
- Introduce themselves to the cooperating teacher and the school principal.
- Exchange contact information (email, telephone number) with the cooperating teachers and field experience mentor.
- Work out a schedule with the cooperating teacher to observe and interact with the students. If required to teach lessons, work out a schedule to teach these lessons. Be sure to include the Field Experience Mentor in the scheduling of these lessons.
- Stick to the schedule. If a day must be missed because of illness, an emergency, or participating in an athletic event, notify the cooperating teacher immediately. Athletes should provide their cooperating teacher with a copy of their athletic schedule.
- Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.
- Please lock cell phones away or out of sight. They have no place in the classroom, unless you are using the electronic device for teaching purposes. In the event of an emergency please give family members the number of the school.
- Fall all rules and regulations of the school.
- Explain to the cooperating teacher of the need to spend time interacting with the students not just sitting and observing. Texas Education Agency (TEA) requires interactive field placements. This means teacher candidates should make every effort to work with students individually, in small groups, or with the whole class.
- Keep the time sheet up to date and have the cooperating teacher date and sign it each time he or she attends.
- Provide the cooperating teacher with all forms required and collect them when appropriate.
- When teaching lessons, explain to the cooperating teacher in advance that he or she must complete an assessment for each lesson taught.
- Work with the cooperating teacher in planning the lesson. Ask for feedback after the lesson is taught. Include the discussion questions in the conversation with the field experience mentor.
- Schedule lessons and notify the instructor and/or Field Experience Mentor who will observe, if the candidate is not videotaping the lesson. The candidate should submit the lesson plan to the Field Experience Mentor observing them at least 24 hours in advance of teaching the lesson. The field Experience Mentor must approve the lesson.
- After teaching a lesson, complete the self-assessment and bring it, along with the cooperating teacher's assessment, and to the follow-up conference with the Field Experience Mentor.
- Be open to feedback from the cooperating teacher and Field Experience Mentor. They are both in place to help improve the candidate's teaching skills.
- Complete the reflection tasks that need to be completed and submitted to the Field Experience Mentor.
- Complete all observation hours and/or lessons and turn in all forms according to the timeline specified by the Field Experience Mentor.
- Treat all information learned about individuals or schools in the instructional setting as **CONFIDENTIAL!**

- Notify Field Experience Mentor of any problems encountered during the field experience.
- Be aware that each placement can be terminated by the school site personnel, course instructor, or dean when it is deemed to be in the best interest of the student, school, or learners.
- Enjoy the field experience!

Guidelines for Field Experience Cooperating Teachers

All cooperating teachers are certified teachers who have at least three years of experience and have professional status. It is under the cooperating teacher's guidance that the candidate completes required observation hours and, in some cases, teaches one or more lessons. The candidate should meet with the cooperating teacher as soon as possible after placement has been made to exchange contact information and determine a schedule for completing field experience hours. The candidate may come to observe during other weeks when his/her schedule and the school's schedules permit. Cooperating teachers should welcome the candidate and allow him/her to interact with students whenever appropriate. The School of Education expects the candidates to have active observations, not passive ones.

All field experience candidates are required to complete an observation log indicating the dates and times of their classroom observations. Cooperating teachers must validate the time spent by signing the log each time the candidate observes. Additionally, cooperating teachers are asked to complete a final evaluation of the candidate's field experience participation. If the candidate's education course(s) requires him /her to teach one or more lessons, the lessons must be scheduled in advance with the cooperating teacher and the Field Experience Mentor. The Field Experience Mentor will observe lessons taught by the candidate and complete an assessment of the lessons using the Wiley Evaluation Form and complete a Discussion Form with the candidate. Cooperating teachers are also required to complete an evaluation of each lesson and to provide constructive feedback to the candidate in a timely manner. The cooperating teacher also will be asked to sign a form allowing Wiley faculty to enter the date electronically.

In fulfilling the role of cooperating teacher, the School of Education asks that the cooperating teacher:

- Meet with the Wiley teacher candidate and exchange email and telephone contact information.
- Introduce the Wiley teacher candidate to the students in the classroom and other school personnel.
- TEA requirements state that the teacher candidates should engage in interactive observations. In other words, teacher candidates should engage in teaching individuals and small groups.
- Determine a schedule for observations and teaching lessons.
- Make the teacher candidate aware of school/classroom rules and regulations.
- Notify the Director of Clinical Teaching if the teacher candidate fails to arrive on time, is absent without proper notification, or is not dressed appropriately.
- Sign the teacher candidate's observation log each time the student observes.
- If the teacher candidate is required to teach one or more lessons, work with the candidate to plan the lessons, complete an assessment after each lesson, and provide constructive feedback to the candidate. Teacher candidates are required to bring their cooperating teacher's assessment along with their self-evaluation to the follow-up conference with their Field Experience Mentor.
- Students may require permission to video tape themselves working with students. Parental permission will be required (Refer to the school's handbook policy regarding permission to video tape students (Universal Permission form for the school)).
- Have a discussion with the teacher candidate regarding his or her performance using the Discussion Form.

- Confer with the Field Experience Mentor when he/she visits to monitor the teacher candidates' performance and resolve any problems.
- Complete the **Final Evaluation by Cooperating Teacher** and the **Permission to Enter Data** forms.

Wiley College's School of Education greatly appreciates the assistance in getting our students off to a positive start in their journey toward becoming an educator. Keep in mind that some of these students will be having their initial experience in classroom observation or in teaching a lesson. The cooperating teacher's encouragement and guidance is invaluable to their success.

Guidelines for Field Experience Mentors (Wiley College Faculty)

All Field Experience Mentors are faculty members from Wiley College. These faculty guide teacher candidates in field experience placements at the local school. The teacher candidate should meet with their assigned Wiley Field Experience Mentor as soon as possible after the placement has been made to exchange contact information and determine a schedule for completing observation hours. Field Experience Mentors are responsible for providing their assigned teacher candidates with the appropriate forms and reflection questions/assignments. Field Experience Mentors are also responsible for gathering all required time sheets and placement forms.

All teacher candidates will be required to complete a Time Sheet indicating the dates and times of their classroom observations. Cooperating teachers must validate the time spent by signing the time sheet each time the teacher candidate attends. Additionally, cooperating teachers are asked to complete the **Final Evaluation by Cooperating Teacher** to assess the teacher candidate's field experience. If the teacher candidate's education course(s) requires him/her to teach one or more lessons, the lessons must be scheduled in advance with the cooperating teacher and the Field Experience Mentor. The Field Experience Mentor will observe lessons taught by the candidate and complete an assessment of the lessons using the Wiley **Field Experience Performance Assessment**. Cooperating teachers are also required to complete an evaluation of each lesson using the Wiley **Field Experience Performance Assessment**. Cooperating teachers should provide teacher candidates with constructive feedback in a timely manner. The cooperating teacher also will be asked to sign the **Permission to Enter Data** to provide Wiley Faculty permission to enter the data electronically.

In fulfilling the role of Field Experience Mentor, please:

- Meet with the Wiley teacher candidate, exchange email and telephone contact information during this meeting.
- As soon as placements are made, candidates will be notified of their assigned school and teacher by the School of Education.
- Encourage candidates to begin their observations immediately.
- Go over candidates' field experience responsibilities with them.
- There are a series of Field Observation Tasks. Set deadlines for them to be submitted the assignment. Evaluate them and give the candidates written feedback.
- TEA requirements state that the teacher candidates should engage in interactive observations. In other words, teacher candidates should engage in teaching individuals, small groups and who group.
- Determine a schedule for observations and teaching lessons with the candidate as he or she make arrangements with the cooperating teacher.
- If the teacher candidate is required to teach one or more lessons, give them feedback on the lesson plan after it has been reviewed by the cooperating teacher and prior to the observation. The first time the

Field Experience Mentor sees the lesson plan should not be the same date and time that the he or she is scheduled to observe the lesson.

- Be sure the candidate understands how to complete the Wiley Lesson Plan format.
- For classes where candidates are required to teach lessons, provide the candidates with the Wiley College Lesson Plan format.
- Complete an assessment of the lesson taught and provide constructive feedback to the candidate.
- Teacher candidates are required to bring their cooperating teacher's assessment along with their self-assessment to the follow-up conference with the Field Experience Mentor.
- Candidates may request permission to videotape themselves working with students. Parental permission will be required (Universal Permission of the school). Be sure all permissions slips are appropriately signed.
- Collect all forms from the candidates. Submit them to the School Education. For example, if they are to teach lessons that may be videotaped, require candidates to give all permission to videotape forms to the School of Education.
- Have a discussion with the teacher candidate regarding his or her performance using the Discussion Form.
- Check with them periodically to discuss their field placements.
- Spend time with them periodically to discuss their field placements.
- Provide candidates with all forms if needed e.g., cooperating teacher final evaluation, time sheets, assessments, permission to enter cooperating teacher data, permission to video, etc.
- Field Experience Mentors will be given a date when observations/lessons must be completed. Include this in the syllabus assignments.
- **Every semester, at least 4 weeks are designed as field experience weeks. This information will be provided to the Field Experience Mentor by the School of Education faculty. Check the calendar of the schools and school districts. Flexibility will be required.**
- Please notify the Director of Clinical Teaching should any problems arise.

Wiley College's School of Education greatly appreciates the assistance provided by the Field Experience Mentor in getting candidates off to a positive start in their journey toward becoming an educator. Keep in mind that some of these students will be having their initial experience in classroom observation or in teaching a lesson. The Field Experience Mentor's encouragement and guidance will be invaluable to their success.

Preliminary Criminal History Background Check Statement

Before beginning every field experience placement, Wiley College teacher candidates must agree and sign a background check statement which documents their understanding of the background check requirement. Wiley teacher candidates are **required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) for student teaching and again for the certification application process. As previously stated, at graduation when the certification application is submitted, teacher candidates will be required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) as a condition for employment and/or certification.** Employment and/or certification may be denied based on the results of this background check.

By signing the document, the candidates acknowledges that he or she is aware of the information above and realize that any falsification or lack of reporting is grounds for dismissal from the Education Preparation Program (EPP) in the School of Education at Wiley College. The candidate also acknowledges that he or she is aware that he or she may confidentially submit a request to the Dean of the School of Education and the Texas

Education Agency that would provide an indication of whether previous incidents might have a negative impact on my future teacher certification.

Before candidate admission into the EPP and into clinical teaching, the candidate must complete a criminal history background check. Specifically, 19 TAC 227.1(b) and (d) states;

(b) Educator preparation programs (EPPs) shall inform all applicants that:

(1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and

(2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or an electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:

(1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;

(2) the current State Board for Educator Certification (SBEC) rules prescribed in §249.16 of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); and

(3) the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (relating to Preliminary Evaluation of Certification Eligibility).

Additional information regarding pre-liminary background checks can be found on the [TEA Website](#).

To complete the TEA preliminary evaluation form, please follow this [link](#)

Appendices

Appendix A
Wiley University
School of Education

Background Check Requirements

Before beginning every field experience placement, Wiley College teacher candidates must agree and sign the following statement which documents their understanding of the background check requirements. Wiley teacher candidates **are required to complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) for student teaching and again for the certification application process.** As previously stated, at graduation when the certification application is submitted, teacher candidates will be required to **complete the Texas Education Agency (TEA) federal criminal background check process (including fingerprinting) as a condition for employment and/or certification. Employment and/or certification may be denied based on the results of this background check.**

Please see the questions below. If a teacher candidate answers “yes” to any of the previous questions, he/she must submit a narrative and documentation (including dates, locations, school systems, and all/any additional information that explain the circumstance(s) in detail to the School of Education. Teacher candidates must receive clearance from the Dean of the School of Education and Sciences before beginning their student teaching experience.

Note: For a “yes” response to items 5 & 6, the following must be included for all charges, including those that have been dismissed or expunged: **1) Judgement Order; OR 2) Final Order; OR 3) Magistrate Court Documentation; AND 4) all other relevant court documentation.**

- 1) Have you ever been found negligent under a Child Protective Services Investigation?
- 2) Have you ever been found negligent through a Child Protective Services database?
- 3) Have you ever been disciplined, reprimanded, suspended, or discharged from any employment because of allegations of misconduct?
- 4) Have you ever resigned, entered into a settlement agreement, or otherwise left employment because of alleged misconduct?
- 5) Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?
- 6) *Have you ever been arrested, charged with, convicted of, or are currently under indictment for a felony?
- 7) *Have you ever been arrested, charged with or convicted of a misdemeanor? (For the purpose of this application, minor traffic violations should not be reported). Charges or convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.

By signing below, I acknowledge that I am aware of the information above and realized that any falsification or lack of reporting is grounds for dismissal from the Education Preparation Program in the School of Education at Wiley College. I also am aware that I may confidentially submit a request to the Dean of the School of Education and the Texas Education Agency that would provide an indication of whether previous incidents might have a negative impact on my future teacher certification.

I am aware that I will be required to complete the **Texas Education Agency (TEA) federal criminal background check process (including fingerprinting)** prior to student teaching.

I am aware that I will be required to pay for and complete the **Texas Education Agency (TEA) federal criminal background check process (including fingerprinting)** as a condition for teacher certification and employment in Texas.

I am aware that I may be denied the privilege of student teaching, employment or certification based on the results of this criminal background check.

Have you ever been asked to leave a teacher preparation program?

Yes _____ No _____ If yes, please explain below:

Permanent Address:

Mobile:

Print Full Name

Signature

Date

Appendix B
Wiley University
School of Education

Guidelines for Candidates enrolled in Field Experience

The candidate should:

- Begin the field experience as soon as the placement is received.
- When reporting to the school, present the Wiley College identification and officially sign in and out at the office for each observation. The school may require a visitor's name tag.
- Introduce themselves to the cooperating teacher and the school principal.
- Exchange contact information (email, telephone number) with the cooperating teachers and field experience mentor.
- Work out a schedule with the cooperating teacher to observe and interact with the students. If required to teach lessons, work out a schedule to teach these lessons. Be sure to include the Field Experience Mentor in the scheduling of these lessons.
- Stick to the schedule. If a day must be missed because of illness, an emergency, or participating in an athletic event, notify the cooperating teacher immediately. Athletes should provide their cooperating teacher with a copy of their athletic schedule.
- Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.
- Please lock cell phones away or out of sight. They have no place in the classroom unless you are using the electronic device for teaching purposes. In the event of an emergency please give family members the number of the school.
- Fall all rules and regulations of the school.
- Explain to the cooperating teacher of the need to spend time interacting with the students not just sitting and observing. Texas Education Agency (TEA) requires interactive field placements. This means teacher candidates should make every effort to work with students individually, in small groups, or with the whole class.
- Keep the time sheet up to date and have the cooperating teacher date and sign it each time he or she attends.
- Provide the cooperating teacher with all forms required and collect them when appropriate.
- When teaching lessons, explain to the cooperating teacher in advance that he or she must complete an assessment for each lesson taught.
- Work with the cooperating teacher in planning the lesson. Ask for feedback after the lesson is taught. Include the discussion questions in the conversation with the field experience mentor.
- Schedule lessons and notify the instructor and/or Field Experience Mentor who will observe, if the candidate is not videotaping the lesson. The candidate should submit the lesson plan to the Field Experience Mentor observing them at least 24 hours in advance of teaching the lesson. The field Experience Mentor must approve the lesson.
- After teaching a lesson, complete the self-assessment and bring it, along with the cooperating teacher's assessment, and to the follow-up conference with the Field Experience Mentor.
- Be open to feedback from the cooperating teacher and Field Experience Mentor. They are both in place to help improve the candidate's teaching skills.
- Complete the reflection tasks that need to be completed and submitted to the Field Experience Mentor.
- Complete all observation hours and/or lessons and turn in all forms according to the timeline specified by the Field Experience Mentor.
- Treat all information learned about individuals or schools in the instructional setting as **CONFIDENTIAL!**
- Notify Field Experience Mentor of any problems encountered during the field experience.
- Be aware that each placement can be terminated by the school site personnel, course instructor, or dean when it is deemed to be in the best interest of the student, school, or learners.

Student Signature: _____

Date: _____

Appendix C
Wiley University
School of Education

Field Experience Tracking Form Checklist

Teacher Candidate: _____

Declared Major: _____

Course	School Placement Location	Cooperating Teacher	Number of Hours Completed
EDUC 2310 (5)			
EDUC 3306 (10) Early Childhood Majors <ul style="list-style-type: none"> • Grades PreK-3 Placement Middle Grades 4-8 Majors <ul style="list-style-type: none"> • Grades 4-5 Placement Physical Education Majors <ul style="list-style-type: none"> • Grades K-3 Placement 			
EDUC 3340 (20) Early Childhood Majors <ul style="list-style-type: none"> • Grades 4-6 Placement For Physical Education <ul style="list-style-type: none"> • High School Placement 			
EDUC 3342 (10) Early Childhood Majors <ul style="list-style-type: none"> • Grades PreK-3 Placement Physical Education Majors <ul style="list-style-type: none"> • Middle School Placement 			
EDUC 3383 (10) Early Childhood Majors <ul style="list-style-type: none"> • Grades 4-6 Placement Physical Education Majors Grades 4-5 Placement			
Independent Field Hours <ul style="list-style-type: none"> • In addition to hours delineated by course 			

Appendix D

Wiley University School of Education

Dear Cooperating Teacher,

We deeply appreciate your commitment to supporting our teacher candidates through their active engagement in your classroom. Wiley College and the School of Education are committed to continuous self-reflection, feedback and assessment on a candidate's performance. One of the ways we assist candidates in this process is through their active use of Wiley College's ePortfolio system through *Google Sites*. Through this web-based system faculty submit and upload evaluations of the candidate's performance and dispositions. With this web-based system, each Wiley candidate can follow his or her learning progress throughout his or her years of study. It helps the candidate process the feedback that they receive from faculty and cooperating teachers. It also enables them to look for patterns in their academic work so they can take more control of their development and become more autonomous learners.

As the candidate's cooperating teacher, you also evaluate their teaching performance using School of Education evaluation forms. We request permission to enter/submit your evaluation of their teaching performance and dispositions into our web-based system. The hard-copy of your evaluation will be scanned and uploaded to the web-based system as well as placed into the candidate's permanent file. Please sign to indicate your approval for this data entry and return the form to your candidate. If you have questions or concerns, you may call me at 903.927.3331 or send me an email at chaynes@wileyc.edu.

Sincerely,

Carmita Haynes, Ed.D,
Dean of Education & Sciences

Cooperating Teacher: _____ School: _____

Appendix F

Wiley University School of Education

FIELD EXPERIENCE REFLECTION TASK LIST:

The following 7 tasks are to be completed during your **5 hours** of observation for your field experience. There will be something to write for each task, and what you write must be **TYPED** and submitted at the end of your field experience. If you did not observe any aspect of the task, simply state that it wasn't observed. When you write about a student or teacher, **DO NOT USE REAL NAMES**. Describe teachers by letters (e.g., Mr. X or Ms. Z), and students by sex and number (e. g., Female student #1, Male student #3).

Task 1. Ask for a teacher and/or student handbook. If neither is available, ask the teacher to explain the school rules and the procedures for reporting discipline problems, child abuse and other problems concerning the students. What is the procedure for sending a student to the office? What is the procedure for reporting suspected child abuse? What is the procedure for contacting parents about discipline or other issues regarding the child? What is the procedure for fire drills or disaster drills (e.g., hazardous chemical leaks)?

Task 2. Classroom set up:

- Draw a diagram of the entire classroom.
- Who is in the room? Identify students and where they sit by ethnicity.
- What does this suggest about the teacher's beliefs about learning and learners?
- What does the seating of the classroom suggest about how the teacher keeps order and discipline?

Task 3. Beginning of class procedures:

- How does the cooperating teacher take attendance?
- How do students who have been absent on previous days get missed assignments?
- When is a student considered tardy?
- Briefly describe how the teacher starts the class.

Task 4. Classroom rules:

- What is this teacher's philosophy with regards to classroom management and how is it modeled in the class?
- What are the teacher's classroom rules? Are they posted?
- What is the procedure for a student who wants to leave the room?
- For what reasons can the student leave the room?
- What are the procedures for using pencil sharpeners, tardy slips, use of special equipment, encyclopedias, etc.?
- Are there sponge activities planned or other routines/transitions?

Task 5. Teacher Instruction Presentations:

- What are the rules for asking questions, receiving help, or contributing to discussion?
- What signal(s) does the teacher use to get the students' attention?
- What signal(s) does the teacher use to get students to participate (e.g., choral response, students to discuss a topic, or student to answer a question)?

Task 6. Describe at least two (2) discipline problems in class and how the teacher handled each one. Were the results satisfactory for the teacher? Were the results satisfactory for the student?

Task 7. Student Group Work:

- a. How are students assigned to groups for group work?
- b. How are supplies or materials distributed to groups?
- c. How are students informed of what is expected of them, what they are to accomplish, and of any special rules connected with the group work?
- d. Does the teacher use cooperative learning groups? If so, how are they organized? Describe how students interact in cooperative learning groups.

Appendix G

Wiley University School of Education

FIELD EXPERIENCE REFLECTION TASK LIST:

The following 14 tasks are to be completed during your **10 - 15** hours of observation for your field experience. There will be something to write for each task, and what you write must be **TYPED** and submitted at the end of your field experience. If you did not observe any aspect of the task, simply state that it wasn't observed. When you write about a student or teacher, **DO NOT USE REAL NAMES**. Describe teachers by letters (e.g., Mr. X or Ms. Z), and students by sex and number (e. g., Female student #1, Male student #3).

Task 1. Ask for a teacher and/or student handbook. If neither is available, ask the teacher to explain the school rules and the procedures for reporting discipline problems, child abuse and other problems concerning the students. What is the procedure for sending a student to the office? What is the procedure for reporting suspected child abuse? What is the procedure for contacting parents about discipline or other issues regarding the child? What is the procedure for fire drills or disaster drills (e.g., hazardous chemical leaks)?

Task 2. Classroom set up:

- e. Draw a diagram of the entire classroom.
- f. Who is in the room? Identify students and where they sit by ethnicity.
- g. What does this suggest about the teacher's beliefs about learning and learners?
- h. What does the seating of the classroom suggest about how the teacher keeps order and discipline?

Task 3. Beginning of class procedures:

- e. How does the cooperating teacher take attendance?
- f. How do students who have been absent on previous days get missed assignments?
- g. When is a student considered tardy?
- h. Briefly describe how the teacher starts the class.

Task 4. Classroom rules:

- g. What is this teacher's philosophy with regards to classroom management and how is it modeled in the class?
- h. What are the teacher's classroom rules? Are they posted?
- i. What is the procedure for a student who wants to leave the room?
- j. For what reasons can the student leave the room?
- k. What are the procedures for using pencil sharpeners, tardy slips, use of special equipment, encyclopedias, etc.?
- l. Are there sponge activities planned or other routines/transitions?

Task 5. Teacher Instruction Presentations:

- d. What are the rules for asking questions, receiving help, or contributing to discussion?
- e. What signal(s) does the teacher use to get the students' attention?
- f. What signal(s) does the teacher use to get students to participate (e.g., choral response, students to discuss a topic, or student to answer a question)?

Task 6. Seatwork:

- a. Does the teacher allow talking when students are doing seatwork?
- b. How does a student get the teacher's attention when she/he needs assistance?
- c. Are students allowed out of their seats during seatwork? If so, for what purposes?
- d. What does the teacher do with students who turn in their seatwork early?

Task 7. Student Group Work:

- e. How are students assigned to groups for group work?
- f. How are supplies or materials distributed to groups?
- g. How are students informed of what is expected of them, what they are to accomplish, and of any special rules connected with the group work?
- h. Does the teacher use cooperative learning groups? If so, how are they organized? Describe how students interact in cooperative learning groups.

Task 8. Describe at least two (2) discipline problems in class and how the teacher handled each one. Were the results satisfactory for the teacher? Were the results satisfactory for the students?

Task 9. For each observation day, describe at least one teaching technique or strategy the teacher used. What was it used to teach? Would you use it or alter it? Why?

Task 10. Observe how the teacher answers the students' questions. Describe different ways the teacher responds to student questions.

Task 11. What different types of assessment techniques does the teacher use? How are grades calculated? Include grading scale, if available.

Task 12. Describe incidents of the teacher's use of reinforcement (positive or negative) with the students.

Task 13. Describe how the teacher maintains professionalism and how he/she manages to keep abreast of innovations in teaching beyond professional development sessions held by the school or the district.

Task 14. Ending the period or lesson:

- a. How does the teacher get students ready to leave the room?
- b. How does the teacher dismiss students? What is the signal given for students to leave their seats?

Appendix H

Field Experience Performance Assessment Final Evaluation by Cooperating Teacher

Teacher Candidate _____ Date: _____

Cooperating Teacher _____ School Placement _____

Grade Level/Content Area _____

Directions: Please note candidate's strengths or areas in which s/he can improve in each category below. When possible, please provide specific examples or comments to support your view.

1. Conducts self in a professional manner (e.g., professional dress, attendance, preparation, respect)

2. Encourages development of a positive self-image in learners (e.g., gets to know students, positive interactions with students)

3. Interacts effectively with students, colleagues, administrators, parents

4. Demonstrates effective pre-professional teaching skills (e.g., planning, implementing lesson)

5. Communicates effectively through speaking, writing, and listening modes (e.g., gives clear directions, listens to students, uses media)

