

FIELD EXPERIENCE HANDBOOK

Information and Guidelines for

Cooperating Teachers, University Supervisors
and Teacher Candidates



NOVA SOUTHEASTERN UNIVERSITY

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES

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TABLE OF CONTENTS

I. Introduction	4
Guide to Using this Handbook.....	4
Purpose of Field Experiences.....	5
Field Experiences at NSU.....	5-6
II. Security Clearance.....	7-8
III. Obtaining a Field Placement.....	9-10
IV. Supervision of Field Experiences.....	11
IV. Responsibilities of Teacher Candidates.....	11-12
Professional Responsibilities of Teacher Candidates.....	12
Tips for a Successful Experience.....	13
V. Responsibilities of the Enrollment Services Representative or Academic Advisors	13
VI. Responsibilities of University Instructors.....	14
VII. Responsibilities of Cooperating Teachers.....	14-15
VIII. Responsibilities of University Supervisors.....	15

I. INTRODUCTION

Field experiences have long been recognized as a critical component of teacher education. These experiences enable teacher candidates to apply theory and effective practices in actual classrooms and acquire competencies necessary for successful teaching. Teacher candidates learn from both their successes and mistakes when supported by caring teachers in a positive, nurturing environment.

Nova Southeastern University (NSU) is committed to providing quality field experiences for all education majors as an integral part of teacher candidate training. Underlying this commitment is the philosophy that field experiences provide a vital link between educational theory and practice. When a transfer of learning occurs from the university classroom to a real-life setting, the connection significantly contributes to the professional development of the teacher candidate.

GUIDE TO USING THIS HANDBOOK

All NSU undergraduate and graduate education students should use this handbook as a guide throughout the field experiences. Following are some terms that will be used in this handbook:

Teacher Candidates - all students registered for education courses requiring field experiences.

Cooperating Teacher – a qualified Pre-K-12 classroom teacher who hosts a teacher candidate during his/her field experiences.

Student - the Pre-K-12 boy/girl at the school where field experiences are being completed by an NSU teacher candidate.

Instructor – an NSU faculty or adjunct faculty member.

Supervisor - the NSU representative who observes the teacher candidate in the field placement.

All information and forms can be found on the Field Experiences website at <http://www.fischlerschool.nova.edu/current-students/office-of-placement-services>. Any further questions or concerns about the Field Experiences should be directed to the Office of Placement Services at (954) 262-7900 or 1-800- 338-4723 Extension 27900.

PURPOSE OF FIELD EXPERIENCES

Field experiences are designed to:

- Provide an opportunity for teacher candidates to work cooperatively with professional teachers
- Provide teacher candidates with an opportunity to gain knowledge and insight about themselves as future professionals
- Enhance awareness of the teaching profession
- Assist teacher candidates in gaining evaluative feedback about their proficiencies as potential educators
- Expose teacher candidates to a variety of cultural and socioeconomic settings

FIELD EXPERIENCES AT NSU

1. Field experiences are a requirement of all education majors. The state legislatures have mandated that all education majors in college/university teacher preparation programs participate in a planned series of field experiences as an integral part of their training. Field experiences must begin early in the program and culminate with the internship. During these experiences, teacher candidates should be given the opportunity to demonstrate their understanding of the Florida Educator Accomplished Practices/INTASC Principles and Subject Area Competencies. In addition, teacher candidates must be provided with guidance and feedback in the field setting as they make the connection between educational theory and practice.
2. NSU requires a minimum of ten (10) hours of field experiences for each undergraduate education course. Required field experiences at the graduate level vary. The field experiences vary from one course to another depending upon the Florida Educator Accomplished Practices and Subject Area Competencies/INTASC Principles covered in the course. Teacher candidates are responsible for providing the cooperating teacher with the necessary documentation.
3. Field experiences are based on a reciprocal arrangement. Teacher candidates need to be aware that field experiences are a give-and-take situation. They should conscientiously assist the cooperating teacher, work diligently with students, and also complete their course requirements. All parties should benefit from the presence of the teacher candidate in the classroom setting. Teacher candidates must use professional communication skills at the field placement setting. Consequently, what the teacher candidates learn from a placement is balanced by what they offer to that placement site.
4. Cooperating teachers must have Clinical Educator Training. All school district personnel and teachers who supervise or direct teacher candidates with field experience courses shall have evidence of Clinical Educator Training or in the process of undergoing that training.
5. Field experiences are guided and monitored by the cooperating teacher and instructor. Field experience activities may include, but are not limited to,

observation, individual tutoring, small group work, and/or large group instruction under the direction of the cooperating teacher.

6. When the activities are completed, the cooperating teacher will provide feedback and suggestions for improvement to enhance the teacher candidate's professional development. The teacher candidate then engages in self-reflection, which results in a written or oral report, journal entry, or similar work product that is submitted to the university instructor of the course.
7. Designated courses also require the involvement of an NSU supervisor. The teacher candidate will be contacted by the supervisor to schedule an observation of the teacher candidate's field experience activity. Prompt attention must be given to contacts made by university supervisors.

It is necessary that all teacher candidates complete the field experiences as described in the course syllabi.

II. SECURITY CLEARANCE

All teacher candidates who wish to enter a Pre-K-12 classroom are required to obtain security clearance (fingerprint/background check) from their respective school district.

Obtaining and maintaining security clearance is the teacher candidate's professional responsibility.

Security clearance should be obtained solely through the local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance.

Security clearance is required in order to matriculate into the program. Students will not be allowed to complete field experience hours until matriculated into their prospective program.

Directions for obtaining security clearance can be found on our website.

UNDERGRADUATE STUDENTS

<http://www.schoolofed.nova.edu/undergraduate/clinic/clearance.htm>

The screenshot shows the website for the Fischler School of Education and Human Services. The header includes the school's name and the motto "Envision, learn, achieve...wherever you are!". Navigation links for Home, Overview, Academic Advising, Student Resources, Scholarships & Financial Assistance, Academic Calendars, Admissions Applications, Tuition and Fees, Degree Programs, Other Programs, Driver Education, Placement Services, Academic Resources, Academic Services, Portfolio Guidelines, Course Materials, Course Wizard - Schedules, Books, and Syllabi, Glossary of Terms, Contacts, Undergraduate Student Catalog, NSU Bookstore, and Information Request are listed on the left. The main content area features a banner for "Undergraduate Teacher Education" and a "Field Experience" section with a "Return to Homepage" link. Below this is a "Security Clearance" section with a list of links for Broward County, Dade County, Duval County (Jacksonville), Palm Beach County, Hillsborough County, and Clark County (Las Vegas) Security Clearance. A note states that teacher candidates requesting field placement in Broward and Palm Beach counties are required to complete security clearance processes.

GRADUATE STUDENTS

http://www.schoolofed.nova.edu/gtep/field_experience/clearance.htm

Fischler School of Education and Human Services

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**Master's and Educational Specialist
Graduate Teacher
Education Program**



Field Experience

[Return to Homepage](#)




Security Clearance

- [Broward County Security Clearance](#)
- [Dade County Security Clearance](#)
- [Duval County Security Clearance \(Jacksonville\)](#)
- [Palm Beach County Security Clearance](#)
- [Hillsborough County Security Clearance](#)
- [Clark County \(Las Vegas\) Security Clearance](#)

Security Clearance

Teacher candidates requesting field placement in Broward County and Palm Beach County are required to complete security clearance processes to obtain placement.

- [GTEP Home](#)
- [Academic Resources](#)
- [Admission](#)
- [Contact Us](#)
- [Course Materials](#)
- [Faculty/Staff](#)
- [FAQ](#)
- [Financial Aid](#)
- [FSEHS Catalog](#)
- [GTEP Project Guide](#)
- [Instructional Locations](#)
- [News & Event](#)
- [Office of Placement Services](#)
- [Orientation](#)
- [Programs](#)
- [Schedule](#)
- [Student Services](#)



III. OBTAINING A FIELD PLACEMENT

Teacher candidates must obtain a field placement by following the directions prescribed by the school district. **To ensure a variety of experiences and opportunities, teacher candidates must complete their field experiences in a different school each 16-week semester.** Our website provides the information necessary for obtaining a placement and completing the experience. Teacher candidates should always refer to their course syllabi for specific details on field experience requirements.

Undergraduate

<http://www.schoolofed.nova.edu/undergraduate/clinic/Steps.htm>



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Home
Overview
Academic Advising
Student Resources
Scholarships & Financial Assistance
Academic Calendars
Admissions Applications
Tuition and Fees
Degree Programs
Other Programs
Driver Education
Placement Services
Academic Resources
Academic Services
Portfolio Guidelines
Course Materials
Course Wizard - Schedules, Books, and Syllabi
Glossary of Terms
Contacts
Undergraduate Student Catalog
NSU Bookstore
Information Request
FSEHS QuickLinks

Undergraduate Teacher Education

Field Experience

[Return to Homepage](#)

Steps for Obtaining Field Experience

The steps for obtaining Field Experience depend on location. To obtain the specific requirements click on the corresponding link:

- ◆ Broward County
- ◆ Miami-Dade County
- ◆ Jacksonville (Duval and Nassau Counties)
- ◆ Orlando
- ◆ Palm Beach
- ◆ Tampa
- ◆ Las Vegas

Graduate

http://www.schoolofed.nova.edu/gtep/field_experience/Steps.htm

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Undergraduate Teacher Education

Field Experience

[Return to Homepage](#)

Steps for Obtaining Field Experience

The steps for obtaining Field Experience depend on location. To obtain the specific requirements click on the corresponding link:

- ◆ [Broward County](#)
- ◆ [Miami-Dade County](#)
- ◆ [Jacksonville \(Duval and Nassau Counties\)](#)
- ◆ [Orlando](#)
- ◆ [Palm Beach](#)
- ◆ [Tampa](#)
- ◆ [Las Vegas](#)

[FSEHS QuickLinks](#) ▼

IV. SUPERVISION OF FIELD EXPERIENCES

In order to improve the skills of the teacher candidate, an assigned university supervisor will observe and provide feedback during the field experience of one or more specified course(s).

Courses requiring supervision are located on our website.

Undergraduate: <http://www.schoolofed.nova.edu/undergraduate/clinic/supervision.htm>

Graduate: http://www.schoolofed.nova.edu/gtep/field_experience/supervision.htm

Each field experience supervisor will make one visit per teacher candidate for a minimum of one hour. During this visit, the supervisor will:

1. Review the teacher candidate's lesson plan.
2. Observe the teacher candidate presenting a lesson.
3. Observe the teacher candidate's classroom management and organization skills.
4. Observe the teacher candidate performing other instructional duties.

The university supervisor will confer with the cooperating teacher and complete an Observation Feedback Form identifying observed areas of strengths and weaknesses. Teacher candidates review formative assessments discuss methods and procedures for improvement with the instructor. Severe deficiencies are referred to the Office of Placement Services for counseling, remediation, and follow-up observations.

The field experiences university supervisor will visit the first class meeting to assist in explaining the procedures for supervision and his/her expectations.

IV. RESPONSIBILITIES OF TEACHER CANDIDATES

1. Verification forms are artifacts and, therefore, must be maintained in the academic portfolio (undergraduate programs). It is the teacher candidate's responsibility to keep copies of everything that is submitted in the event that it is not returned.
2. Teacher candidates are responsible for providing the cooperating teacher with:
 - a) Official placement information (for teacher candidates placed through the university); OR Request for Placement Form for completion by school personnel (for those not placed through the university);
 - b) The Introductory Letter;
 - c) Field Experience Appendix including the Verification Form.

Providing the cooperating teacher with this documentation in a folder is a professional courtesy.

3. Teacher candidates must complete all the field assignments for their courses for the 16-week term at the specified school with the same cooperating teacher.
4. After the county has assigned a placement, changes to the assignment cannot be made.

5. Teacher candidates are NOT permitted to complete their field experience requirements at the same school at which they are employed.

PROFESSIONAL RESPONSIBILITIES OF TEACHER CANDIDATES

- Fingerprinting and security clearance must be in place.
- Arrive about 15 - 20 minutes prior to the scheduled time and check in at the main office. Sign the visitor's book before proceeding to the classroom.
- Wear the provided visitor identification to show that you have followed proper procedures for entrance into the school. Be sure to sign out before you leave the school.
- Be regular in attendance. 100% attendance is expected. If you are ill or an emergency arises, you must be certain to call the school and explain your absence to the cooperating teacher before the school day begins as the teacher is depending on your presence at the scheduled time. Makeup sessions must be arranged if this happens.
- Dress professionally for the classroom. Maintain appropriate, business-like appearance for teaching. Present a neat, clean appearance at all times. Wear modest clothing that is not revealing and/or provocative in nature.
- Introductions are required. Introduce yourself to the school administrators and thank them for accepting you at their school. Ideally this should take place during one of your earlier scheduled visits to the school.
- Demonstrate respect for all participants. Do not make negative comments about the university, assigned school, administration, staff, parents, students, and/or cooperating teacher. Treat all parties in a dignified and courteous manner.
- Be professional in all circumstances.
- Comply with the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida at all times.

REMEMBER: Field experiences are a give-and-take situation. Be certain to take an active interest in the welfare of the students by assisting the cooperating teacher in any way possible. This assistance should be provided in addition to completing the field experiences requirements for all courses. Spend a minimum of ten (10) hours per course in the classroom.

Most importantly enjoy and appreciate the time spent in the classroom!

TIPS FOR A SUCCESSFUL FIELD EXPERIENCE

1. Observe keenly with a specific purpose in mind.
2. Work with individuals or small groups as recommended.
3. Assist with the learning environment by arranging bulletin boards, displays, and learning centers.
4. Assist with paperwork.
5. Present lessons under the supervision of the Cooperating Teacher and/or University Supervisor, IF required by the university instructor.
6. Become acquainted with the cooperating teacher, other teachers, and school administrators.
7. Share ideas and results with fellow teacher candidates.

V. RESPONSIBILITIES OF THE ENROLLMENT SERVICES REPRESENTATIVE OR ACADEMIC ADVISOR.

The Enrollment Services Representative or Academic Advisor is a teacher candidate's first point of contact within the education program. His/her primary role is to assist with registration for courses and also to provide guidance and support to teacher candidates. The education advisor is required to complete the following items:

1. Provide direction on obtaining security clearances.
2. Provide the teacher candidate with the website for the Office of Placement Services undergraduate- (<http://www.schoolfed.nova.edu/undergraduate/placementservices.htm>) graduate- <http://www.fischlerschool.nova.edu/current-students/office-of-placement-services> and contact information for assistance in finding a placement.
3. Encourage teacher candidates to request a variety of grade levels:
 - Elementary Majors – (Certification: Grades K-6)
Grades 1-3, known as Primary placements; and
Grades 4-6, known as Intermediate placements
 - Early Childhood Majors - (Certification: Age 3-Grade 3)
Age 3-Kindergarten, known as Preschool placements; and
Grades 1- 3, known as Primary placements
 - Exceptional Education Majors – (Certification: Grades K-12)
Grades 1-6, known as Elementary placements;
Grades 7-9, known as Middle School placements; and
Grades 10-12, known as High School placements.
4. Encourage teacher candidates to request a variety of locations: urban, suburban, and rural settings.

Refer questions regarding security procedures and placement to the Office of Placement Services at 954-262-8561 or 954-262-7905.

VI. RESPONSIBILITIES OF UNIVERSITY INSTRUCTORS

The University Instructor facilitates delivery of course content by providing instruction and guidance so that teacher candidates may achieve the competencies included in each syllabus. Instructors are required to complete the following items:

1. Explain to the teacher candidate that field experiences are an integral component of the course as described in the course syllabus. Field experiences are a requirement of all quality preservice teacher preparation programs throughout Florida.
2. Explain the field experience assignment for the course so that teacher candidates enter the classroom setting with a clear understanding of their assignments. Stress the relationship among the field experiences activities, the specific course content, and the necessity of a signed Verification Form.
3. Randomly check on teacher candidates' participation in field experiences by calling cooperating teachers. Request information from the cooperating teacher regarding the student's performance in his/her classroom.
4. Monitor and provide meaningful feedback to teacher candidates on their activities in the various classrooms to promote their professional development.
5. Support the field experience office by encouraging teacher candidates to begin the fingerprinting and security clearance process as soon as possible. Compliance with security clearance is mandatory.
6. Honor the university agreement with the public school system by encouraging teacher candidates to follow proper procedures for field experiences placement. **Teacher candidates in Jacksonville and Palm Beach** must apply for placement during registration and wait until the Office of Placement Services notifies them of their placement.
7. Remind teacher candidates that in addition to completing the requirements for field experiences, they are expected to spend the remainder of their time assisting the cooperating teacher and working with the students. The teacher candidate should contribute to the classroom setting as well as fulfill his/her field experiences.
8. Teacher candidates are to contact the Office of Placement Services at the university if experiencing problems with their placements or if they have any questions. Feedback will contribute to the improved quality of the field experience component. Refer questions regarding security procedures and placement to the Office of Placement Services at 954-262-7900.

VII. RESPONSIBILITIES OF COOPERATING TEACHERS

Cooperating teachers play an instrumental role in helping the teacher candidate develop the professional practices necessary for effective teaching. Cooperating teachers assume the following responsibilities:

1. Successfully complete Clinical Educator Training and demonstrate effective classroom management strategies.

2. Prepare students in his/her classroom for the arrival of the teacher candidate from Nova Southeastern University (NSU), then introduce him/her to the class as an authority figure who is to be respected in the classroom.
3. Become familiar with the field experience requirements from the course syllabus, which will be provided by the teacher candidate.
4. Work with the teacher candidate to set up a schedule that facilitates course requirements based on the syllabus. This includes delineating the dates, times, and duties for the teacher candidate during the field experiences.
5. Model effective planning skills, utilize a variety of instructional strategies, create developmentally appropriate learning materials, and implement a successful classroom management system.
6. Maintain a positive classroom environment in which the teacher candidate can ask questions and learn from mistakes as well as successes. (Communication is vital!)
7. Assist the teacher candidate in becoming a reflective practitioner by asking him/her to evaluate his/her own teaching performance.
8. Provide frequent and specific feedback to the teacher candidate on his/her performance. This includes encouragement and suggestions for improvement as evidenced by discussion and also feedback on the Field Experience Verification Form.
9. Notify the university faculty member if the teacher candidate fails to meet expectations in any area.

Cooperating teachers are required to contact the Office of Placement Services at 954-262-7900, if they have any questions or concerns regarding the teacher candidate.

VIII. RESPONSIBILITIES OF UNIVERSITY SUPERVISOR

University supervisors provide an objective view of the teacher candidate's performance in the classroom. University supervisors assume the following responsibilities:

1. Meet with teacher candidates during the first scheduled class session.
2. Maintain contact with the teacher candidate to arrange the time and place for the supervised observation.
3. Arrive at the placement site in time to introduce himself/herself to the cooperating teacher and review the teacher candidate's assignment and lesson plan, if applicable.
4. Observe the teacher candidate's performance for at least 30-45 minutes.
5. Provide detailed written feedback on the Field Experience Feedback Form.
6. Allow time to meet and debrief with both the Cooperating Teacher and the teacher candidate.
7. Provide both parties with a copy of the Field Experience Feedback Form.
8. Attend scheduled supervisor meetings with Office of Placement Services personnel and provide periodic feedback.

University Supervisors should contact the instructor of the course if there are questions or concerns about the teacher candidate's performance or the assignments.