



**UNIVERSITY
OF
NORTH CAROLINA
AT PEMBROKE**
School of Education

Field Experience

Student Handbook

**Office of University-School
Programs**

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Overview

UNCP Teacher Education Program

Early Field Experiences

Relationship to the Conceptual Framework

The Teacher Education Program is designed to prepare competent, caring, collaborative professionals who have the knowledge, skills, and dispositions required to meet the needs of diverse PK-12 learners. The process of developing the foundations for successful teaching requires that candidates be able to make critical connections between theory and practice. The field experience component of the teacher education program provides candidates with the opportunity to learn from experienced practitioners in public school settings. A planned sequence of field experiences parallel the candidate's developing expertise and professional maturity.

What is Field Experience?

The term "field experience" is used to describe a special kind of course requirement. Tests, research papers, and projects are the kinds of course requirements with which you are probably most familiar. In the Teacher Education Program, on the other hand, "field experience" is frequently, though not always, required in select professional studies and content pedagogy (methods) courses. The field experience requirement in a given course will require that you make connections between what is learned in class and how that knowledge is applied in practice. The phrase "applied in practice" means how the knowledge is used in a public school setting by a public school teacher working with student learners.

In your sophomore level courses, you will be asked to observe what is happening in the classroom, collect data, and make the critical connections in written reflections on your experience. As you progress through the program, you will be challenged to participate more directly in the learning experiences of public school students. You will have opportunities to assist the teacher, to tutor, to work with small groups, to chaperone field trips, set up lab experiments, and even to teach lessons. This planned sequence of early field experiences parallels your professional development in complexity and maturity and culminates in the professional internship. [The internship is described in *The Student Intern Handbook*.]

Since field experience requirements are *course* requirements, the given course instructor will make the assignment, explain what and how you should complete the assignment, and evaluate the final product(s). The public school teacher(s) with whom you work during the field experience will also contribute to the evaluation of your performance in his/her classroom [*see* Section 2].

Field Experience Purpose and Goals

It is important that you know at the completion of our program *what* you are teaching, know *how* you should teach it, and have an understanding of *whom* you are teaching. You should be well prepared to skillfully provide a productive learning environment, know how to assess students' understandings, attitudes and abilities in order to make informed decisions about providing learning opportunities that will improve student learning. More specifically, the goals of early field experience are as follows:

To provide each student an opportunity:

- to determine if teaching is the right career for you;
- to participate in public school learning environments and experiences;
- to deepen understanding of the theory-practice connection;

- to observe how academic, social, physical, and emotional factors influence student learning;
- to see different teaching and management strategies and determine how to develop your own;
- to identify and use a variety of instructional strategies;
- to experience teaching small and large groups prior to student teaching;
- to identify and use a variety of evaluation techniques; and
- to internalize a personal commitment to improving education for multicultural students.

The field experience program is a learning experience and integral to your success as a student in the program. Early field experiences are an important part of your professional preparation as a teacher. These courses are designed with the intent to prepare you for full-time student teaching. Early field experiences will provide opportunities to view the scope of teaching in a classroom setting while enabling you to develop skills and self-confidence to be an effective teacher. Your field experience at UNCP is an opportunity to explore your assumptions about being a teacher and to begin establishing yourself as a professional within the field of education. The reputation that you begin building in your field experience will travel with you as you advance through the teacher education program and on into teaching.

Field Experience Designations

Before continuing with the overview of field experience, a few points of clarification are needed so you don't get confused.

1. First, for administrative reasons, there are two categories of Field Experience:

- **Education Professional Courses:** The courses listed under EPC in your program of study require field experience. Special registration procedures are required for EPC by the Office of University-School Programs. Section II of this manual explains the procedures and policies for these courses. For majors in the Birth-Kindergarten, professional studies field experiences include experiences in public service agencies as well as public schools.
- **Select Content Pedagogy Courses:** Additional field experiences are required in select content pedagogy courses. Field experiences in these courses are administered by the course professor. Special registration procedures are required for these specific courses by the Office of University-School Programs.

In summary, it is very important that you know which courses in your program of study are categorized as EPC. Here are three ways to get that information: 1) check your program of study in the *UNCP Catalog*; 2) check the list of courses with field experience on page 13 of *The Teacher Candidate Handbook*; or 3) turn to page 15 in this manual for a list of the professional studies courses and a brief description of the field experience.

2. Second, there are two categories of course delivery mode:

- **Traditional** mode requires students to attend class on campus.
- **Online** courses are offered via the Internet. Please review the field-experience related policy for online courses in Section 2, page 17, of this manual.

3. Third, there are four categories of students pursuing a teaching license at UNCP relevant to field experience:

- full-time undergraduate students
- part-time undergraduate students
- summer school students
- alternative licensure students
 - licensure-only—students with a bachelor’s degree who seek licensure only
 - UNCP sponsored
 - RALC sponsored
 - lateral-entry—students who are currently employed full-time in a teaching position who seek licensure
 - UNCP sponsored
 - RALC sponsored

Remember to pay special attention to the policies and procedures that apply to the category in which you belong. If for any reason, you are not sure what category you are in, please ask your advisor for assistance or contact the Office of University-School Programs.

Section 1

General Policies and Procedures

Early Field Experience Guidelines

When you have received confirmation of your early field experience placement from the Office of University-School Programs or Course Professor, you should contact the school(s) to which you have been assigned or your professor to schedule your first visit. Do not simply show up at the school thinking you will observe that day without an appointment. Do not wait late in the semester or you may be unable to complete your assignment. Be sure to identify yourself as a UNCP student assigned for field experience when you make your contact. Remember that you will be a guest, representative of UNCP, and potential employee in the school(s) you visit. Conduct yourself as a professional from your first contact and throughout all of your field experience.

Principals and teachers will expect you to:

1. Keep scheduled appointments. Illness and/or emergencies are the only legitimate excuses for not keeping an appointment. If illness or an emergency prevents your attendance, notify the school immediately.
2. Be on time and stay for the full time for which you are scheduled.
3. Dress appropriately (no jeans, no t-shirts, no short skirts, etc.) and follow the rules of basic courtesy toward everyone with whom you have contacted.
4. Take confirmation forms and UNCP ID to verify your assignment and identity.
5. Check in at the office regardless of how familiar you are with the school.
6. Know your field experience assignment and have any necessary materials and/or plans ready for use.
7. Avoid unfavorable criticism of the University program, the school, and the community.
8. Exemplify the attitudes and actions of a teacher and not a student.
9. Safeguard all personal and confidential information concerning students.
10. Be cooperative and remember that the school's first priority must be the students. Do not take cell phones or food into the classroom.
11. Know your assignments and have necessary materials with you.

The requirements for each field experience are determined by the professor. See your professor or your course instructor with problems specific to the assignments. Contact the Office of University-School Programs or Course Professor if there are problems regarding changes in courses or school systems, not concerning times for observations. Field experiences are an integral part of your preparation for effective teaching. Consider the time you spend in each school as a valuable opportunity to further explore teaching as a career and to develop the competencies needed to become an effective professional for effective schools. You are urged to successfully complete your field experience in a timely manner. If you do not complete the required field experience hours and/or assignments, you face the potential of earning a failing grade for the field experience. In most cases of failed or dropped field experiences, you would have to retake the co-requisite course(s) as well as the field experience. Students completing the field experience requirements at any site will follow the standards established in the **UNCP Academic Honor Code**.

Participating in an Early Field Experience

Before the initial reporting date, contact your clinical teacher to confirm that you will be at the school on the initial reporting date at the time specified on the form. You may want to set up a time to discuss topics such as grading, philosophy, teaching diverse learners, and classroom management techniques with the teacher.

Never ask a teacher to telephone you. It is your responsibility to reach the teacher. If the teacher uses e-mail, this is generally the best method of communication. If not or if you do not receive a response to an e-mail within a couple of days, call the school receptionist, ask when the teacher has prep periods, and then call during the prep time. After making contact with the teacher, ask the teacher what time and method of communication is preferred.

The first day, leave extra early to allow time for getting lost, locating a parking place, finding the right door into school, locating the school office, signing in, introducing yourself to the principal, and locating the classroom. (If your schedule is tight, travel to the school in advance to locate the building, parking areas, the main entrance, etc.) Visitors are required to sign in at the school office **each** time they arrive at the school. Many schools require guests to wear a visitor's badge; ask about the policy.

Be punctual. If you are unavoidably delayed, phone the school and leave a message for your clinical teacher. Teachers must arrive well in advance of (usually at least half an hour before) the morning bell and cannot be absent without planning for replacement, so they are understandably intolerant of such behavior on the part of university students. As a rule of thumb, always plan to arrive at least 10 minutes before you are expected.

Always show up as expected. Remember that teachers often have to work when they do not feel their best. Headaches, muscle strains, or other minor complaints do not prevent most teachers from working; they expect the same dedication of you. On the other hand, teachers are not interested in having someone with a high fever or raging flu expose their students to contagious germs. So, if you are seriously ill, make sure you contact your teacher in advance of when you are expected. Make plans with the teacher to make up your time. Keep your absences to a minimum. It is the teacher's prerogative to end the experience if you have *as few as one unexcused absence*.

Some early field experience students have been surprised to learn that they were missed when they did not show up. The teacher and the pupils at the school will notice your absence (even if your assignment is primarily observational). Do not disappoint them.

Be aware of the school's calendar and closings. This is your responsibility. Discuss the calendar with your clinical teacher and plan for days when the school may be closed. All schools do not follow the same calendar as UNCP and they vary by LEA (sometimes by building). Plan to make up all missed days. School calendars are usually posted on the school or the school LEAs' websites.

Schools may close for icy roads, power outages, flooding, etc. Ask your clinical teacher which radio stations broadcast the school's closings, and make it a habit to listen to that station before going to school.

Participating in an Early Field Experience (Cont'd)

Display a **professional attitude** during field experiences by being positive, enthusiastic, outgoing, and supportive of the clinical teacher.

Dress appropriately. The dress code for teachers is very conservative. Appropriate attire for women includes dress slacks (not tight), skirts (not short), and dresses. Men should wear dress pants, dress shirts, sweaters, jackets, and a tie (especially at the secondary level). Teachers are on their feet all day; so wear sensible shoes appropriate to the activities in the classroom. For physical education classes, you may wear nice warm-up suits, but not sloppy sweats. For art studio classes and early childhood settings, wear nice pants that wash well. Students assigned to high schools should realize their dress distinguishes them as professionals rather than pupils in the school.

Campus fashions such as jeans, sweat pants, tank tops, t-shirts, gym shorts, sneakers, slides, and flip-flops are not appropriate. *Keep all body art covered* and remove all jewelry from piercings except a traditional pair of earrings. Small bandages should be used to cover pierced jewelry that is not removable. Pancake makeup should be used to cover tattoos that cannot be covered by clothing. *The midriff (middle of the body) should never be exposed.* Do not wear spandex. Pants should not be so tight that the panty line shows. Shoulders must be covered; no muscle shirts or spaghetti straps. No cleavage should show. Test **outfits in front of a mirror**. Can you bend over without revealing that which should remain private? If you would consider wearing an outfit when you go to a club with friends in the evening, do not consider wearing it to school.

If the school has a casual dress code or a causal dress day, realize that it does **not** apply to you. Everything you do as a pre-service teacher affects how you are perceived by the people around you. These perceptions may affect the opportunities you are offered now and your ability to get a teaching job in the not very distant future. Principals often comment that they have ruled out some otherwise qualified candidates because they did not have a professional appearance. Most college students dress to draw attention to themselves. In the classroom, that's the wrong move.

Be discrete. Be thoughtful in conversations and actions. This applies in the school, in the community, and in the class at the university. Take care not to use the names of teachers or pupils when discussing your observations in class. You never know whose cousin or friend is sitting in your class listening. This is a serious issue; an entire school has closed its doors to field experience students because of inappropriate comments made many years ago. It is appropriate to be critical of the practices observed in the field, but the critique must always be conducted professionally. One way to monitor this is to ask yourself if you would be comfortable making your comments in front of the person being discussed.

Be prepared. Field experiences are an important part of your academic course work. Assist the classroom teacher with activities. Take initiative. If the teacher hesitates to tell you what to do, offer to help out. If you plan to present a lesson on a particular day, be sure you are there, with a well prepared lesson plan, and all the materials required.

Be responsible. If the teacher lends you materials, be sure to return them. Be clear about whether copies of papers are for you to borrow or keep.

Participating in an Early Field Experience (Cont'd)

Be an active participant in the classroom. Although teachers vary in the level of participation they expect from field experience students, most clinical teachers appreciate students who engage in appropriate ways with students. Most clinical teachers are not interested in having passive observers in their classrooms. At the same time, you are a guest and are in the classroom to observe and support the lessons and activities the teacher has planned. Before presenting a lesson, work with the teacher to ensure that it fits class plans and addresses state standards appropriately.

Clinical teachers are held accountable for the learning of their pupils. Teachers cannot afford to waste any time, so you will have to earn your clinical teacher's trust before the teacher will yield control of a class or a small group. To do this, volunteer to help in small ways to demonstrate eagerness and show your ability to follow the teacher's lead. To become a successful participant in another teacher's classroom, you will likely need a combination of patience, gentle persistence, and a positive and respectful attitude.

No visiting. If you are assigned to a classroom with another field experience student, remember that you must not disturb the classroom. University students may not talk with each other during field experiences. Many teachers have told the office that they will not accept more than one student at a time because of previous problems in this area.

Leave your cell phone in the car. If you must take it into the school for some reason, be sure that it is "off" while you are in the school.

Classrooms are crowded; do not bring unnecessary items with you. A notebook, a pen, and lesson materials, if appropriate, are all that you will need most of the time. Do not bring your own textbooks or course notes to the classroom. All of your behaviors should be in support of the work of the classroom. Engaging in behaviors such as applying nail polish or eating a snack is disruptive and completely inappropriate. Unless the clinical teacher invites you to partake in refreshments, do not eat or drink in the classroom.

In general, early field experience students are not required to complete Universal Precautions training because they should never be solely responsible for pupils (See page 27). However, you should be aware of these precautions, the risks of handling bodily fluids, and your school's policies. Serious risks include exposure to HIV (AIDS), hepatitis, and other bloodborne pathogens. To protect yourself, we encourage you to ask the clinical teacher how incidents involving bodily fluids are handled in the classroom. You should at least know where the plastic gloves and first aid kits are in the classroom.

Participating in an Early Field Experience (Cont'd)

Procedures for Early Field Experience Students

As an early field experience guest in the classroom, you should follow these procedures if a sick or injured student approaches you:

1. Without touching, try to calm the student needing assistance.
2. Hand clean tissues or paper towels to the pupil and ask the pupil to cover the wound or wipe his/her mouth or hands if vomiting
3. Notify the teacher and let the teacher handle the pupil and the clean up.

OR

You may choose to send another pupil to notify the teacher, so you can keep control of the situation and prevent other students from coming in contact with bodily fluids.

Make sure that the pupil receives the necessary attention from someone trained to provide care and that the other students are supervised.

If standardized tests or other **special activities** make your presence in the classroom awkward, take the opportunity to visit the school library or ask your clinical teacher to introduce you to another teacher to observe or help. Never assume you can visit another classroom without the advance permission of the teacher.

Do not conduct research. University students are not permitted to test or survey pupils in the schools except with materials relating directly to the pupils' work and approved by the classroom teacher. "Research" or "evaluating instruments" must be approved in advance by the school principal.

In case of **suspected child abuse**, it is the responsibility of the field experience student to report suspicions of child abuse. Early field experience students should follow these steps:

1. Take time to write complete notes regarding observations, conversations, etc., that have led to the suspicions of child abuse and advise the Director of the Office of University-School Programs.
2. Report concerns to course instructor.
3. Together with the individual(s) listed above, determine the appropriate way to manage the issue.

If a problem arises, first try to work it out with the clinical teacher and/or the course instructor. If there is a logistical concern, contact the Director of the Office of University-School Programs.

On your final visit, be sure to **remind your clinical teacher** to complete the Field Experience Verification form and return to the course instructor signed in a sealed envelope. After completing your field experience, you will be expected to evaluate your field experience using the Student Evaluation form. Also, **deliver a brief thank you note** stating your appreciation for your clinical teacher who has welcomed you into his/her classroom as a professional courtesy and without compensation.

General Information and Policies

Academic Misconduct

The University of North Carolina at Pembroke Academic Honor Code sets forth the standards of academic honesty and integrity for students at UNCP and describes attendant faculty responsibilities. Students and faculty are expected to be familiar with its provisions. This Code defines student behavior which violates the standards and enumerates the penalties for violations and the circumstances under which such penalties may be imposed. (Refer to UNCP catalog.)

Attendance, Notification of Absence

Students are under the same obligation for regular attendance as school and agency personnel. Personal illness or family emergencies are the usual reasons for approved absences. Special requests for absences must be discussed with and approved by the clinical teacher and by the course instructor who supervises the field experience placement. Such requests must be limited in number and mutually agreeable arrangements regarding student's responsibilities must be made between the clinical teacher and the student in advance whenever possible.

Students are required to notify their clinical teachers (and sometimes principals) and their course instructor of all absences. Students are also required to inform their course instructor when they will be absent from their assigned school due to school-sponsored activities, e.g., field trips.

Liability and Insurance

1. Health and Accident Insurance

Health and Accident Insurance is **not** provided for you by the University of North Carolina at Pembroke or the placement site. Be sure that your personal health insurance is in effect and will cover you when you are on location at the placement site.

2. Workers' Compensation Insurance

Workers' Compensation Insurance is **not** available for you as you are not an employee of the University of North Carolina at Pembroke. Should you become ill or injured as the result of the field training program, there is **no** coverage by the University for costs of medical treatment. Again, be sure that you have personal health and accident insurance.

3. Transportation Liability

Your vehicle insurance coverage is primary when driving your own vehicle. There is no state coverage when driving to and from your field experience assignment or using your vehicle for your field experience assignment for any reason.

NOTE: It is not advisable that you transport anyone in your vehicle, such as students on field trips, etc., during your early field experiences or student teaching assignment.

Withdrawal from Field Experiences

Students who have withdrawn from the course(s) required for their field experience are no longer authorized to return to their placement site(s) as a UNCP student until such time as they re-enroll in the appropriate course(s).

Military Duty

Students who are called to active military duty during their field experience assignment are required to contact the Director of University-School Programs as soon as they receive their orders to discuss their options.

Reasonable Modifications

Students who have any special needs which may require reasonable modification, are required to contact the Director of University-School Programs immediately. In addition, they should meet with their clinical teacher and course instructor prior to the starting date of the assignment to discuss any reasonable modifications to meet the requirements of the experience.

Religious Observances

Students requesting absence from a field experience assignment because of religious observance should notify the clinical teacher and course instructor within the first two weeks of the starting date of the assignment. Strategies for making up missed work, if deemed necessary, should be formulated.

Section 2
Professional Studies
Procedures and Policies

Field Experience Administration

Office of University-School Programs

The Office of University-School Programs arranges placements for your field experiences in professional studies courses. In keeping with the Field Placement agreements developed with more than 12 LEAs, you **must not** make your own arrangements. The Field Placement Agreements serve as a contract between the University and the LEAs. These agreements are negotiated annually and must be approved by the Dean of the School of Education and each LEA Superintendent. Failure to follow the procedures in the Field Placement Agreement places the University's partnerships with LEAs at risk. The office will consider specific requests for placements, but such a request must be made **before** you have been assigned a placement. The office will most likely place you at sites within a 60-mile radius of Pembroke.

The Office of University-School Programs is charged with ensuring that you are assigned a variety of field placements during the course of your program. The Office of University-School Programs will deliberately send you to varied locations (e.g., urban, rural) and schools with culturally and socio-economically diverse student populations. In addition, you should be placed with different age groups within your certified area. In general, students are not placed in schools they attended.

Typically, the placement process begins with an orientation session presented by a member of the office staff or by the course instructor. During the registration period students complete a Field Experience Registration form via Braveweb. Any special considerations or requests must be noted on this form. The office will attempt to honor reasonable requests that are consistent with the office's policies. It usually takes several weeks or more for the office to make the arrangements for all the placements within a section. Once LEAs have confirmed placements, a copy of the confirmation form will be delivered to the course instructor. The course instructor will review field experience guidelines and present your placement.

You are responsible for arranging your own **transportation** to and from your field experience. If you have your own car, please use it and consider volunteering to give someone else a ride.

Field Experience Descriptor

Students will be required to enroll in a minimum of three Field Experience (FE) courses for zero credits. FE courses will be leveled according to the expectations and requirements for the accompanying professional core and methods courses. Students will complete all requirements for any and all course requirements that are listed in the courses. The FE courses will provide various types of ‘in classroom’ experiences beginning with observations and scaling up to more involved classroom interactions.

The FE courses are designed as follows:

All FE courses require pre-service teachers to visit the assigned classroom/school for *eight (8) continuous weeks for a minimum of two (2) hours a week*. It is expected that the pre-service teacher will coordinate with the assigned classroom teacher on the days and times for the FE.

Registering for Field Experience

When you enroll in a Professional Studies course that requires a field experience, you must also register for the field experience placement through Braveweb. Registration for field experience is concurrent with the regular registration period.

REGISTRATION PROCEDURES FOR TRADITIONAL CLASSES

The following procedure is to be used when you enroll in a Professional Studies course that physically meets face-to-face on UNC-Pembroke's campus or any of our satellite campus locations, as opposed to, an online class.

1. Complete the Field Experience Registration Form. The form may be found hyperlinked to courses in Braveweb that require a field experience placement or at www.uncp.edu/soe/fe.htm
2. Complete questions 1 through 9. For question 5 only complete the information for the course(s) in which you are registering. When completing question 6, choose the school of your choice from the list in the drop down box. If you are an employee of a school, you may elect to complete your field work at the school.
3. Once you complete the form, please submit to University School Programs.

REGISTRATION PROCEDURES FOR ONLINE CLASSES

The following procedure is to be used when you enroll in a Professional Studies course that meets online. This procedure is slightly different from the registration process for traditional classes.

1. Complete the Field Experience Registration Form. The form may be found hyperlinked to courses in Braveweb that require a field experience placement or at www.uncp.edu/soe/fe.htm
2. Complete questions 1 through 9. For question 5 only complete the information for the course(s) in which you are registering. When completing question 6, choose the school of your choice from the list in the drop down box. **If you wish to complete field experience in a school outside of the UNCP service region, please select 'Other'.** If you are an employee of a school, you may elect to complete your field work at the school.
3. Once you complete the form, please submit to University School Programs.

It will take several weeks for the Office of University-School Programs to gain approval for placements from all LEAs. The Office of University-School Programs will send a confirmation email to your course instructor. Please wait to set up an appointment with your school(s) until you have received the confirmation from your instructor.

Field Experience Registration Form

Registration Form can be found at www.uncp.edu/soe/fe.htm

Steps for completing form:

1. Complete student information section **Q1** (last name, first name, banner student number/social security number, phone number and e-mail).
2. If you are a public school employee **Q2** click YES and indicate the school in **Q3**. If you are not a public school employee, indicate NO and leave **Q3** blank.
3. Complete previous field experience for **Q4** - include the following information about previous field experience placement(s): name of the school(s) in which you were placed; LEA (county) in which the school(s) is located; and grade level of the class(es) you observed, tutored, assisted, taught or interviewed.
4. For each course in which you are currently registering for in **Q5**, choose the school of your choice from the approved list in the drop-down box in **Q6**. If you wish to complete field experience in a school outside of the UNCP service region, please select 'Other' from the drop-down menu.
5. Once you complete the form (**Q7, Q8, Q9**), please submit (click DONE).
6. Registration holds will only be removed during business hours M - F (8am - 4pm).
7. Once hold(s) have been lifted, you will need to register for courses you indicated in **Q5**.

*Note: The Summer School Registration differs from the Fall/Spring. If you are taking a course that requires Field Experience during the summer, contact your course instructor for instructions.

Alternative Licensure Field Experience Policy

Lateral entry teachers and licensure only students are required to complete the Field Experience Registration form.

All licensure-only and lateral-entry students must complete the stated requirements in a given course, including field experience requirements. Modifications may be made, at instructor discretion, for *lateral-entry* teachers to complete course field experience requirements in their own classrooms; however, such modification may not always be appropriate.

Early Field Experience Withdrawal

Students who drop a course requiring field experience must formally withdraw from the field experience. Students will notify their course instructor and the Office of University-School Programs by completing the Field Experience withdrawal form. This form may be found following this page, download from http://www.uncp.edu/soe/teach/student_forms/index.htm, or picked up at the Office of University-School Programs in Jacobs Suite I.

When a student's infractions are observed or otherwise brought to attention, the course instructor may **recommend** that a student withdraw from a field experience. *This action follows reasonable attempts to remedy issues or situations that endanger the student's prospect of successfully completing the field experience.* The course instructor's decision to initiate the procedure may be based on the request of the student and/or a recommendation of the school site professional staff.

Situations that warrant withdrawal from field experiences include but are not limited to:

- Personal circumstances.
- A change of mind regarding the suitability of a career in a specific field.
- Deficiencies in necessary knowledge, skills or dispositions.
- Absences.
- Irresponsible, unprofessional, or unethical behavior.
- Violation of rules and responsibilities.
- Receiving an incomplete in the course.

The course instructor will meet with the student regarding the recommendation for withdrawal. Other members of the professional staff may be present at this meeting, as determined by the course instructor and the student.

After reaching the decision to recommend that a student withdraw from an early field experience, the course instructor is required to complete a Field Experience Withdrawal Form. Copies of the completed form are placed in the student's file in the Office of University-School Programs and distributed to the student, the course instructor, the program coordinator, and the Dean of the School of Education. Information provided on this form includes: a) the reason(s) that withdrawal is recommended, b) other relevant document(s), and signatures of the course instructor and student.

The Director of University-School Programs will send written notice to the course instructor, the principal, and LEA liaison informing them that the student's early field experience placement has been terminated.

Students may re-apply for placement during a future semester. After withdrawing from a field experience, the student is subject to any new requirements or prerequisites associated with that experience as determined by the department, the School of Education, or the North Carolina Department of Public Instruction. *However, placements are dependent on the availability of suitable sites.*

**The University of North Carolina at Pembroke
Teacher Education Program
Field Experience Withdrawal Form**

Name _____ SSN/Banner _____ Licensure Area _____

Current Mailing Address _____
Address City State Zip

Current Telephone Number (____) _____ Email _____

Professor's Name _____ Course number/section _____

Semester _____ Recommendation from Course Instructor Yes
 No

Note: Students who seek to withdraw prior to beginning the required field experience must submit this form no later than midterm.

Indicate the reason for withdrawing from the required field experience.

List of attached documents.

I understand that in addition to this form I may attach a letter explaining more fully my situation and/or reasoning and also may attach statements prepared by faculty who are familiar with or affected by my request and/or withdrawal situation. I also understand that this document formally withdraws me from the field experience placement. As such I am no longer authorized to return to the placement site(s) as a UNCP student until I re-enroll in this course.

Student's Signature _____ Date _____

Course Instructor _____ Date _____

Director of University-School Programs _____ Date _____

Date submitted to the Office of University-School Programs _____

Appendix A

Child Care Centers/Agencies

Birth-Kindergarten Program Guidelines

You will be asked to select a center/agency AND/OR public school at the beginning of the semester in most of your birth-kindergarten classes in order to complete your field work requirements. You must select your center or agency from the list provided by the instructor. The guidelines in this document are specifically for Child Care Centers and Agency placements.

1. Contact the director of the center or agency to schedule your first visit. Describe the age group and assignment so that the director may assign you to a specific room, date and time to visit. **DO NOT** simply show up, thinking you may observe on a particular day without an appointment. Do not wait until late in the semester to complete the assignment. Be sure to identify yourself as a UNCP student from the first contact. Remember that you will be a guest, representative of UNCP, and potential employee of the facility you visit. Conduct yourself as a professional from your first contact and throughout your field experience.
2. Keep scheduled appointments. Illness and emergencies are the only legitimate reasons for not keeping an appointment. If illness or an emergency occurs, notify the school immediately. Be on time and stay for the full time scheduled.
3. Dress appropriately (no jeans, tee-shirts, no short skirts, etc.) and follow the rules of basic courtesy toward everyone you meet. Do not take cell phones into the classroom or food!
4. Take a confirmation letter from your instructor to verify your assignment and identity.
5. Check in at the office regardless of how familiar you are with the center/agency.
6. Know your assignment, and have any necessary materials with you.
7. Avoid unfavorable criticism of the University program, the school and the community.
8. Exemplify the attitudes and actions of a teacher and not a student.
9. Safeguard all personal and confidential information concerning students. Some centers or agencies may ask you to sign a confidentiality document.
10. Be cooperative and remember that the center's first priority is to the children.

The professor determines the requirements for each field experience. See your instructor if you have problems with specific assignments. Field experiences are an integral part of your preparation for effective teaching. Consider the time you spend in a center or agency as a valuable opportunity to further explore teaching as a career and to develop new competencies to become an effective professional. Students completing the field experience requirements at any site will follow the standards established in the **UNCP Academic Honor Code**.

APPENDIX B

Field Experience Verification Form

The University of North Carolina at Pembroke Office of University-School Programs Field Experience Verification Form

Candidate: Once you have completed the total number of hours required in your field experience (with a given teacher), complete section A and give to your cooperating teacher. A signature is not required for each visit. *Complete one form per course.*

Section A

Name _____ Banner or SS # _____ Status Fr So Jr Sr Other

School _____ School District _____ Hours Required _____

Course Title _____ Term _____ Year _____

Instructor's name and email address

Section B

Cooperating Teacher: Please complete section B regarding the candidate's time in your classroom and return form to the instructor in one of the following ways: scan and email (address above), mail (School of Education, PO Box 1510, Pembroke, NC 28372-1510), or place in a signed, sealed envelope to the student to return.

Initial visit date _____ Final visit date _____ Total hours _____

Regarding Candidate Professionalism, did the candidate

Keep appointments? Yes [] No []

Dress appropriately? Yes [] No []

Come prepared? Yes [] No []

Deliver copy of field requirements? Yes [] No []

Interact appropriately with students? Yes [] No []

Teacher Signature _____

Section C

Faculty: Please review each student's form to insure proper completion and the presence of a teacher's signature. The form for each student in your class, with your signature and date, should be forwarded to Nicky Bullard in the Office of University-School Programs.

Instructor's Signature _____ Date _____

Revised June 2006

APPENDIX C

Student Evaluation

Early Field Experience and Classroom Term _____

The University of North Carolina at Pembroke Office of University-School Programs Field Experience Evaluation

Please complete the items below regarding your perception of your field experience. *Complete one form per course and return the form to Office of University-School Programs located in Jacobs Hall Suite I.*

Name _____ Licensure Area _____
 School _____ School District _____
 Course _____ Instructor _____
 Term _____ Year _____

<i>(Please put an X in the appropriate box for items 1-5)</i>	Outstanding	Satisfactory	Unsatisfactory
1. Rate your field experience.	[]	[]	[]
2. Rate the teacher's response to your presence in the classroom.	[]	[]	[]
3. Rate the response of the school personnel that made the classroom placement when you arrived.	[]	[]	[]
4. Rate your understanding of the field experience activities.	[]	[]	[]
5. Rate the relevance of the field experience activities to the course.	[]	[]	[]
6. In this experience I...(mark all that apply)			
a. _____ observed.			b. _____ worked with an individual student.
c. _____ worked with a group of students.			d. _____ assisted the teacher.
e. _____ taught a lesson.			f. _____ documented development of a student.
g. _____ interviewed a parent/ teacher/ administrator (circle all that apply).			

Comments:

Revised June 2006


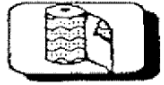







APPENDIX D

Universal Precautions

UNIVERSAL PRECAUTIONS



Procedures for Handling Spilled Blood and Body Fluids

- | | | |
|-----------|---|---|
| Step
1 |  | Put on disposable gloves (latex or Vinyl). |
| Step
2 |  | Use paper towels to absorb spill. |
| Step
3 |  | Place used towels in leak- proof plastic bag.
(Extensive spills – use RED plastic bag). |
| Step
4 |  | Flood area with bleach solution, * or a dry
sanitary absorbent agent. |
| Step
5 |  | Clean area with paper towels, vacuum, or broom
and dustpan. |
| Step
6 |  | Place used towels, vacuum cleaner bag, or waste in
a leak- proof plastic bag. |
| Step
7 |  | Remove gloves – pull inside out. |
| Step
8 |  | Place gloves in bag and tie. |
| Step
9 |  | Wash hands with soap and water for at least 10
seconds. |

*Bleach Solution = 1 part bleach to 9 parts water.

APPENDIX E

Frequently Asked Questions

Q: If I am taking a course online do I have to complete the field experience requirement?

A: Yes.

Q: If I live out of state and take an online course, do I have to complete the field experience requirement?

A: Yes. You will need to contact your course instructor as early as possible to make arrangements for your field experience.

Q: Can I call the school and arrange my own field experience placement?

A: No. You may not call a school until you have received a placement confirmation from your course instructor.

Q: I am a BK major; can I call the agency and arrange my own field placement?

A: Yes.

Q: Can I pass the course without completing my field experience?

A: No.

Q: My mom is a teacher in my licensure area. Can I do my field experience in her classroom?

A: No. Mom would have to evaluate your performance in the field which would be very inappropriate.

Q: Is there any way to be exempt from a field experience?

A: No.

Q: Can I do early field experience requirements in the same school that my children attend?

A: Yes.

Q: Can I request a specific school, teacher, and/or grade level?

A: Yes, you can request a school. The principal will assign the teacher and grade level.

Q: I requested a specific school and did not receive a placement there, why?

A: It may be that there were no slots available at that school, or your prior field experience record indicated a need for a different student population.

Q: If I fail a course with a required field experience, do I have to redo the field experience even though I completed it successfully?

A: Technically, if you fail a course, you fail field experience, however, if you are repeating the course with the same professor an exception may be made.



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