

Bethune-Cookman University

ED 231
Introduction
to Education

Level I

ESE 200
Survey of
Exceptional
Students

EDA 352
Teaching Practicum

Level II

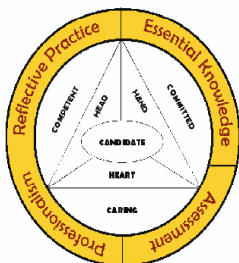
EDB 352
Teaching Practicum

Level III

ED 369
Student Teaching

CONCEPTUAL FRAMEWORK

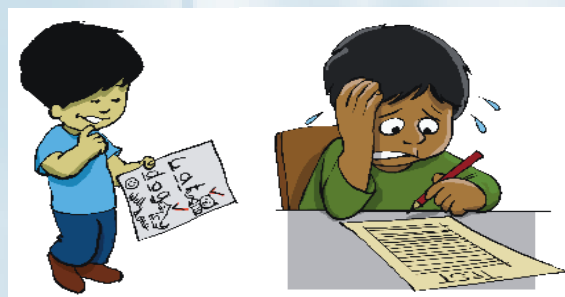
REAP



Teacher Education Program



Clinical Practices and Field Experiences Handbook



Revised 2011

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INTRODUCTION

Clinical Practices and **Field Experiences** in the Teacher Education Program at Bethune-Cookman University are an integral and important aspect of teacher preparation. These “**on-site**” **experiences** in a school provide the Teacher Candidates opportunities to further allow the Teacher Candidates to **reflect, evaluate** and **grow** to **pre-professionals** committed to help all students learn.

The Clinical Practices and Field Experiences have been designed in accordance with the mission of the University and the Conceptual Framework of the Teacher Education Program – **REAP**. Throughout the university experience, the Clinical Practices and Field Experiences specifically allow Teacher Candidates to matriculate through three well-sequenced levels of “on-site” practice:



Level I

Observation Component – At this level, primarily for freshmen and sophomores, prospective Teacher Candidates interact with and reflect on experiences with teachers and students in instructional settings. At this exploratory level, students are given a jump start to verify if the teaching profession is a viable career option.

Level II

Participation and Tasks Component – At this level, Teacher Candidates develop lessons and mini units and teach and assist Classroom Teachers with day-to-day activities and duties. In addition, all students must complete ten (10) hours in conjunction with TSL 370 Principles and Issues in TESOL. Students are expected to work with a student whose first language is not English. Students receiving an ESOL Endorsement (English Education, Elementary Education and Exceptional Student Education) complete an additional ten (10) hours in conjunction with TSL 440 methods of Teaching ESOL.

Level III

Student Teaching Component – At this level, Teacher Candidates (senior year) are fully immersed in the learning community and are expected to demonstrate proficiency in the Florida Educator Accomplished Practices (FEAPs), ESOL Standards/Competencies and all professional roles.

The **levels** are **sequenced** in the **Teacher Candidates’ program of study**, coordinated with particular courses and designed to increase responsibilities and degree of involvement as they progress through the program.

This handbook states current objectives, content, and activities aligned with national and state standards. It is the intent of the Teacher Education Program to prepare the Teacher Candidates in the development of professional initiative, critical and creative thinking, and collaboration; therefore, the handbook does not answer every question and concern about teaching and the Teacher Education Program.

INTRODUCTION (Continued)

The **handbook** is simply a **guide** and part of the overall framework that can lead to a discovery process and an opportunity for real growth by developing the essential knowledge, skills, and dispositions through participation and application in real school settings.

TEACHER EDUCATION PROGRAM



CONCEPTUAL FRAMEWORK

The Conceptual Framework establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, Teacher Candidate performance, scholarship, service, and unit accountability. The Conceptual Framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Introduction

Extensive curriculum development, evaluation, performance assessment, and program revisions, development, and implementation have shaped the unit's continuing commitment to transform its preparation model into its Conceptual Framework for guiding preparation of teachers. The Conceptual Framework consists of the unit's vision and mission, the philosophy with aims and outcomes, knowledge bases, Teacher Candidate proficiencies, and the assessment system. The Teacher Education Program faculty solicited and incorporated input from stakeholders during retreats, meetings, and sessions with consultants.

The Teacher Education Program's vision can be captured in the following theme:

The Teacher Education Program prepares effective educators committed to **Reflective Practice**, the pursuit of **Essential Knowledge**, qualified to **Assess** and **Evaluate**, and dedicated to practice **Professionalism (REAP)**.

- R** > **Reflective Practice**
- E** > **Essential Knowledge**
- A** > **Assessment and Evaluation**
- P** > **Professionalism**

CONCEPTUAL FRAMEWORK (Continued)

Introduction (Continued)

The Conceptual Framework is discussed and reviewed in all courses to ensure that Teacher Candidates understand the four outcomes and their relationship to other Teacher Candidates' assessments.

Unit Mission

The mission of the Teacher Education Program at Bethune-Cookman University is designed to support and carry out the mission of the University in the Christian tradition, the educational, social and cultural needs of its students and to develop in the students the desire and capacity for continuous intellectual and professional growth, leadership and service to others. The implementation of this mission has led to the Teacher Education Program's commitment to providing a student-centered environment where Teacher Candidates experience the freedom to grow, reflect and become effective professional educators. Reflected in this mission is the belief that effective educators will be competent, caring and committed to provide quality instruction to all learners.

Unit Philosophy

In the process of framing our philosophy, the faculty reviewed research on philosophy, as it relates to education, teaching and learning, and instructional design. The faculty concluded that values and beliefs focus on progressivism and reconstructionism. Teaching must begin with the child. The program and interactions with Teacher Candidates are deliberately designed and focused on needs, experiences and lives of students (Dewey, 1902). Education and teachers play an important and necessary role in shaping lives and society (Counts, 1969). The program deals with educational issues within larger socio-political and historical contexts. From progressive and reconstructionist perspectives, the faculty's pedagogical beliefs stem from constructivist theory and the socio-historical approach of Lev Vygotsky. These theories support autonomy and an understanding that cultural and contextual factors contribute to a person's development and education (Aldridge & Goldman 2002; Wink & Putney, 2002). Therefore, faculty are committed to a teacher education program that places Teacher Candidates at the center of the educational process that ultimately will enable the Teacher Candidates to become a transforming force in the lives of all children.

Purpose of the Unit

The overall aim of teacher education at Bethune-Cookman University, given its underlying vision, mission and philosophy, is to facilitate the development of competent, committed and caring Teacher Candidates who use reflection, knowledge

Purpose of the Unit (Continued)

and assessment to enrich the teaching and learning process, and professionalism to provide equal educational opportunities for all students.

Knowledge Base of the Unit

The conceptual framework is supported by a Knowledge Base based on Best Practices, Educational Theory and Research. This Knowledge Base guides the decision making of the unit in designing the program, its content, and delivery and performance outcomes.

The acronym, **REAP**, features the four performance outcome domains of Bethune-Cookman University's professional education programs:

- (a) **Reflective Practice**
- (b) **Essential Subject Knowledge**
- (c) **Assessment and Evaluation**
- (d) **Professionalism**

Fundamental to REAP is the belief that teachers and other education support personnel must be prepared to adjust to the demands of societal changes in institutions, in traditions, in knowledge, and in technology for accommodating the diversity that exists within P-12 school student populations.

(a) Reflective Practice

Many educators support Reflective Practice. Reflection is characterized by "active, persistent and careful consideration" (Dewey) and becomes "reflection-in-action" (Schon) as it guides the teacher's decision making. In a recent article on preparing teachers for reflective practice, Risko, Vukelich and Roskos (2002) express their agreement with Gore and Zeichner (1991) that "if we encourage prospective teachers to reflect on their instructional decisions, they will enter the profession with dispositions and skills that enable them to continue to learn from experience" and to become "better at teaching throughout their careers." Researchers, Korthaga (1995) et. al., encourage three kinds of reflection:

- Retrospective (to analyze and reflect on past action)
- Anticipatory (to predict and analyze potential outcomes of future actions)
- Contemporaneous (to monitor and record reflections and decisions made in action)

(b) Essential Subject Knowledge

Curriculum content is derived from national, state and institutional standards. There are four types of curriculum content at the initial level (baccalaureate): (a) the

developmental education studies provide the prerequisite knowledge, attitudes and skills required for success in college level studies; (b) the general education which provides depth and breadth in broad fields of knowledge in the sciences and liberal arts areas; (c) the subject specializations focus on subject matter knowledge and competence in major and minor areas of study; and (d) the professional education studies which contain pedagogical, theoretical and research-based practical experiences.

The Teacher Education Program faculty is designed to ensure that our Teacher Candidates have the essential knowledge, skills and dispositions to teach students. The content and instructional strategies are reflected in the design used to deliver curriculum content supported by technology in the University classroom, in Teacher Candidate support experiences and in clinical and field-based experiences.

We have, for the last several years, rigorously incorporated national and state standards into our courses and require Teacher Candidates to demonstrate their knowledge of these standards with assignments, activities and projects.

(c) Assessment and Evaluation

Our Teacher Candidates are assessed by a variety of traditional and alternative assessments. We believe that assessment should be a “vehicle for learning and awareness...” (Senge et al., 2000, p.186). In fact, reflection and assessment are intricately linked because one cannot have this vision of assessment without the use of reflection. Thus, our students are required to demonstrate knowledge, skills and dispositions on traditional assessments such as state and teacher-made paper and pencil tests and alternative assessments such as performance assessments, authentic assessments and portfolio assessments, to name a few.

In addition, students are required to develop, in various courses, traditional and alternative assessments to learn about diverse learners: what they know and are able to do, what strategies are effective for learning, and what else needs to be done in order to help all students learn. Our Teacher Candidates ultimately understand that assessment is a tool that helps educators learn and become aware of themselves and their students. Darling-Hammond, Ancess, and Falk (1995) and others echo the notion that assessment results should be used to evaluate student work and teaching methods as well.

(d) Professionalism

Our program is designed to motivate and enable Teacher Candidates to develop the necessary professional knowledge, skills, and dispositions to become successful. Through courses, clinical experiences, and seminars our Teacher Candidates learn that becoming a professional involves gaining certification, accepting accountability, having a strong knowledge base, collaborating in a professional community, and adhering to ethical practice and standards. Throughout our program faculty model professional behaviors and dispositions that will enable Teacher Candidates to become caring, committed, and competent professionals. Teacher Candidates must meet University entrance requirements and the Teacher Education program requirements. Our program requirements meet state and national standards to ensure that our Teacher Candidates gain the knowledge base necessary to become successful.

TEACHER EDUCATION PROGRAM OBJECTIVES:

- ★ Prepare caring, committed and competent teachers for P-12 schools.
- ★ Provide students with field experiences to develop teaching competencies.
- ★ Prepare students to use research techniques and apply instructional technology.
- ★ Prepare students to teach in diverse classrooms.
- ★ Prepare students for successful entrance into graduate studies in education.

I. RELATIONSHIP OF THE PHILOSOPHY OF THE TEACHER EDUCATION PROGRAM TO CLINICAL AND FIELD EXPERIENCES

The first group of graduates from Bethune-Cookman University received the Bachelor of Science Degree in Elementary Education in 1943, four years after a four-year college degree program in liberal arts and teacher training was instituted. Since 1943, the School of Education has continued to recommend students for degrees in Elementary Education and has expanded to other areas including the secondary teaching field and Exceptional Student Education.

The mission of the University “is to serve in the Christian tradition the education, social and cultural needs of its Teacher Candidates—traditional—and to develop in them the desire and capacity for continuous intellectual and professional growth, leadership and service to others” (www.cookman.edu). This tradition for valuing the individual and for instilling a desire to serve the community, as well as striving for lifelong learning, continues to be a strong base supporting the preparation of Teacher Candidates at Bethune-Cookman University. In response to the challenges of an increasingly pluralistic

I. RELATIONSHIP OF THE PHILOSOPHY OF THE TEACHER EDUCATION PROGRAM TO CLINICAL AND FIELD EXPERIENCES (Continued)

and technological society, the assumptions made by the School of Education have expanded to make the preparation of Teacher Candidates who have the knowledge skills and dispositions to serve as teachers a priority. The professional unit is and has been committed to the preparation of teachers a priority. The professional unit is and has been committed to the preparation of teachers who can teach in an increasingly diverse classroom and who are dedicated to helping all students learn. The professional unit also continuously responds to national and state mandates as they relate to teacher preparation, incorporating competencies (professional and area specific) into all courses and clinical and field experiences. The Teacher Education Program continues to incorporate changes. It was true in 1985 when the University initially sought NCATE accreditation; it remains true today: “The goal has always been preparing teachers for our times; teachers to meet the challenge” (NCATE 1985).

The School of Education recognizes that educators need to develop an understanding and appreciation for cultural diversity and of the various learning styles exhibited by diverse learners. It is vital that Teacher Candidates begin to examine contributions by culturally and linguistically diverse populations and make a commitment to critically examine both content and instructional strategies to ultimately help all students learn. As future educators, Bethune-Cookman University education majors are expected to acquire the competencies and skills outlined by the Florida Department of Education. Specifically, the twelve (12) Florida Educator Accomplished Practices (FEAPs) and ESOL Standards provide a sound structure based on effective teaching research and the wisdom of practice. All competencies and skills are part of the professional studies curriculum. Additionally, specific competencies for specialization areas are required of Teacher Candidates in their particular programs. Acquisition of these competencies ensures that graduates become effective professionals who will demonstrate their achievement during their first years of teaching through the professional orientation program as specified by the state of Florida.

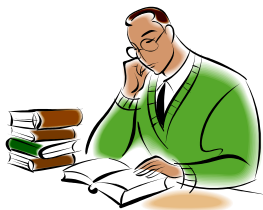
The Role of the Teacher

The Teacher Education Program recognizes that a teacher is a professional who is capable of guiding students in the development of knowledge, skills and dispositions which will result in critical thinking, positive self-esteem, ethical behavior, and human dignity. Rather than a “dispenser of knowledge”, the teacher is an active participant in the student’s development, transforming the classroom into a learning environment – humane, joyous, and open to discovery and to growth of both student and teacher. The teacher creates a learning environment where teaching and learning are meaningful, purposeful and engaging (Morrison, 2000). The role of the teacher from this perspective then takes on a variety of meanings:

The Role of the Teacher (Continued)

1. The teacher as a reflective practitioner who guides students, through the development of metacognitive skills and strategies, to an increasingly acute sense of awareness and control over cognitive processes. Additionally, the teacher coordinates and scaffolds learning activities in teaching strategies, models behaviors and provides continual and corrective feedback to students (Kuhn 1981);
2. The teacher as someone who has the essential knowledge, skills and dispositions of content, learning theory and teaching strategies. Thus, a teacher knows what he/she is teaching and models best practices, appropriate professional behavior, and belief in human worth and dignity;
3. The teacher as one who focuses on assessment and accountability to all stakeholders involved and therefore is committed to continual evaluation of students' knowledge and skills, instructional needs and to the continual evaluation of self as a mechanism for ensuring that all students ultimately learn well.
4. The teacher as one who is committed to seed professional growth as a way to stay abreast of issues and trends in the field to teaching.

Therefore, the Conceptual Framework of the School of Education ensures a teacher who actively participates in reflection about self and teaching, one who actively seeks and participates in professional development opportunities and one who is committed to continuous inquiry and scholarly activities. These multidimensional roles are congruent with the twelve (12) Florida Educator Accomplished Practices (FEAPs) set forth by the State of Florida for beginning teachers. The School of Education at Bethune-Cookman University visualizes the Teacher Education Program as exceptional in the preparation of effective educators who understand the importance of possessing Essential Knowledge, using Reflective Practice and Assessment and position themselves as Professionals committed to meeting the challenge of serving all learners in a world of rapid change and increasing diversity. The Teacher Education Program's vision can be captured in the following theme: The effective Educator committed to Reflective Practice, the pursuit of Essential Knowledge, qualified to Assess and Evaluate and dedicated to practice Professionalism (REAP).



II. DIVERSITY

The Teacher Education Program at Bethune-Cookman University believes that diversity is a positive aspect of a classroom where students and teachers collaborate toward preparation for a pluralistic society and world. Thus, the School of Education ensures through courses and Field Experiences that Teacher Candidates receive a thorough understanding of Banks' five (5) dimensions of education, including: content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture (Sadovnik, Cookson, and Semel, 2001). The School of Education sees diversity education as a process that supports the development of respect and appreciation for cultural differences, while promoting understanding of unique cultural and ethnic heritage (Banks, 1991, Golnik, 1989, Hunter 1974, Sleeter and Grant 1988). Faculty meetings have allowed for discussions of appropriate means to infuse the curriculum with subject matter, instructional strategies and experiences to incorporate more representations of diversity into various courses.

Additionally, Teacher Candidates practice knowledge, skills and dispositions related to linguistic, academic and cultural diversity with a diverse student population in the local schools during the three (3) levels of field experiences:

1. Participating with teachers and students;
2. Preparing lesson plans that draw upon students' own experiences and backgrounds, integrating diverse content and instructional strategies;
3. Providing an opportunity for Student Teaching where Teacher Candidates use diversity and multicultural education as a vehicle for challenging all students – race/ethnicity, gender, socioeconomic status and exceptionalities; providing support staff through collaboration, site visits, and on-going feedback to increase the Teacher Candidates' understanding of cognitive complexities, diverse learning styles, and divergent learners.



II. DESCRIPTION OF CLINICAL PRACTICES AND FIELD EXPERIENCES

Purpose of Clinical Practices and Field Experiences

Clinical Practices and Field Experiences have been an integral part of teacher preparation in the Teacher Education Program at Bethune-Cookman University from the outset. The Clinical and Field Experiences allow Teacher Candidates to become familiar with and reflect on the teaching profession and to practice the knowledge, skills and dispositions they have acquired thus far. Effective teaching research has validated many of the special skills that teachers possess. By observation and reflection, Teacher Candidates begin to conceptualize teaching and the process of learning. The experiences are sequenced progressively to involve the Teacher Candidate and encourage participation and practice effective teaching. Observing, assisting and collaborating with effective teachers are effective ways of developing complete teachers. Specific content for the Clinical and Field Experiences is influenced by the program objectives, the philosophy of the University, the Conceptual Framework of the Teacher Education Program, and the needs of the Teacher Candidates. The Teacher Education Program is flexible enough to make appropriate and continuous modifications as feedback is secured on how well our Teacher Candidates perform in the field.

Level I – Observation Component

During the freshman and/or sophomore year, Teacher Candidates participate in early field experiences in the public school. Their task is to **observe, reflect** on and **interact** with the learner, teacher and classroom/school.

These **early field experiences** take place when Teacher Candidates are enrolled in **ED 231, Introduction to Education**, and **ESE 200, Survey of Exceptional Students**. Teacher Candidates complete **ten (10) hours** of field experience in these courses. Each of these courses has designated specific outcomes and recording instruments for the evaluation process.





Level II – Participation and Tasks Component

Throughout the junior year and during the first semester of their senior years, in concert with general or special methods courses, Teacher Candidates continue their field experiences by participating in simulated teaching in college courses and P-12 classroom experiences. These experiences take place in **ED 352, Contemporary Teaching Methods, EDA 352, Contemporary Teaching Methods Practicum, and EDB 352, Teaching Methods Practicum**, in conjunction with various methods courses. Teacher Candidates complete a total of **45 hours** in **EDA 352** and 30 hours in **EDB 352**. In addition, all Teacher Candidates complete ten (10) hours in conjunction with TSL 370, Principles and Issues in TESOL and Teacher Candidates enrolled in English Education, Elementary Education and Exceptional Student Education complete an additional ten (10) hours in conjunction with TSL 440, Methods of Teaching ESOL. These three programs lead to certification with ESOL Endorsement.

During a subsequent period, Teacher Candidates also participate in **EDP 499, Pre-Student Teaching**, where they must develop and teach lessons in accordance with national and state standards. Emphasis in this course is on validation of effective teacher behaviors as specified by the twelve (12) Florida Educator Accomplished Practices (FEAPs) and ESOL Standards.

Additionally, Teacher Candidates must develop technological skills and are required to do so in all of their courses related to education. For example, Teacher Candidates use e-mail and word processing skills extensively. In addition, Teacher Candidates prepare PowerPoint presentations, conduct Internet searches, and create Web Quests in most of their courses. Teacher Candidates acquire these skills in **Education Technology Labs**. Both labs are state-of-the-art facilities with desktop and laptop computers, scanners, LCD Projectors, and a smart board. Teacher Candidates are also encouraged to use the new **Curriculum Resources Center** for additional resources/curriculum materials in all content areas – elementary and secondary.

Level III – Student Teaching Component

During the final semester, Teacher Candidates participate in the culminating experience of Student Teaching. Student Teaching is a semester-long internship in a public school where the Teacher Candidate participates in the teaching/learning activities of the classroom and is mentored in the typical activities of a fully employed and clinically trained teacher. The internship is for a period of 14 weeks. During the semester and prior to the internship, a series of workshops is designed to assist the Student Teacher. EDX 462, Student Teaching Seminar, fulfills that role. The Student Teaching Seminar is comprised of sessions conducted on a variety of topics by instructional, financial and curriculum experts.



Level III – Student Teaching Component (Continued)

All Teacher Candidates complete the Teacher Education Program requirements for graduation prior to placement in Student Teaching. These requirements include passing the Florida Teacher Certification Examination, having a cumulative grade point average of 2.5, and meeting all previous requirements for entrance into the Teacher Education Program.

The **Student Teaching Handbook** contains the **complete description** of the internship experiences from pre-internship to final internship. Monitoring procedures, personnel involved, and feedback and evaluation forms/surveys are described in that document.

Site Selection

Teacher Candidates are placed by the Coordinator of the Teacher Education Institute/Field Experience in area schools and by administrative personnel from Volusia, Flagler County and surrounding counties for Student Teaching.

In addition, the Coordinator of the Teacher Education Institute establishes and secures a clinical placement site that is carefully selected in cooperation with public school administrators to ensure that all Teacher Candidates are provided experiences which are consistent with the Mission of the University and goals of the Teacher Education Program, and provides culturally diverse settings including exceptional and ESOL populations.

Monitoring Procedures

Classroom Teachers on site and course instructors supervise Teacher Candidates participating in Level 1 – Field Experiences. University Supervisors and the Coordinator of the Teacher Education Institute/Field Experience visit the Teacher Candidates on-site during field experience assignments in Level 2 – Field Experience, and Classroom Teachers and University Supervisors supervise Teacher Candidates enrolled in Student Teaching. The School Dean has full responsibility for faculty assignments and University Supervisors to monitor Student Interns. The Coordinator of the Teacher Education Institute makes final recommendations regarding Student Interns. Observations are made and documented (see University Supervisors Observation Report Form in the Student Teaching Handbook). The University Supervisor visits interns a minimum of four times during the semester-long placement. University Supervisors engage Teacher Candidates in pre- and post-conferences, identifying specific issues for the Teacher Candidate to work on in the pre-conference and assessing growth in that particular area during post-conference. The pre- and post-conference model is used for each lesson observation. The initial visit occurs within the first two weeks of the Teacher Candidate's placement. Additional visits may be made at the discretion of the University Supervisor, and the Cooperating (Classroom) Teacher. Teacher Candidates are evaluated early during the internship and at the mid-semester point; a recommendation is completed during a conference with the Teacher Candidates, the

Level III – Student Teaching Component (Continued)

Monitoring Procedures (continued)

Classroom Teacher and the University Supervisor. University Supervisors also conduct conferences at the University on an individual basis and as needed to guide and discuss issues related to teaching specialization.

All Student Teaching forms, checklists and evaluation instruments are included in the Student Teaching Handbook. A complete breakdown of the monitoring schedule, as well as responsibilities, expectations and policies of Student Teaching are described in the Student Teaching Handbook.

Remediation Plan (Action Plan)

Students demonstrating unsatisfactory progress will be monitored through a remediation plan by the TEI Coordinator, University Supervisor, and Cooperating Teacher. Failure to successfully complete a prescribed remediation/action plan may jeopardize graduation. If necessary, a student may be removed from the field or clinical experience and provided with concentrated coaching. The student must then repeat the field or clinical experience the following semester.

III. BRIEF DESCRIPTION OF ACTIVITIES IN THE PROFESSIONAL COURSE SEQUENCE

Level I – Observation Component

The teaching strategies in the professional courses include a variety of methods and instructional modalities, most of which are supported by effective teaching and research, others by wisdom of practice. In the courses that form the professional core, a combination of collaborative and cooperative practice, demonstrations, inquiry, discovery, lecture, independent projects, and presentations are evident. Typically, the courses in the professional core do not rely on lecture alone. Faculty members involve Teacher Candidates in active critical and creative thinking through discussions and authentic and experiential activities. Courses, as well as field experiences in schools with diverse students, provide pedagogical skill development, hands on experiences and demonstrations. In the following courses, ***ED 231, Introduction to Education and ESE 200, Survey of Exceptional Students***, Teacher Candidates participate in early field experiences to observe and reflect on classroom behaviors of students and teachers. In addition, Teacher Candidates interact with Classroom Teachers and students in various instructional settings. Activities focused on accommodating diverse students are expanded in each early field experience. These courses are required and serve as prerequisites to all other education courses. The unique purpose of these introductory courses is to expose the students to teaching as a career, to contemporary students, to operational routines, to educational practices, and to the responsibilities of practicing teachers. The overall goal of these experiences is to provide a frame of reference for a decision before students make a final commitment to teaching.

Requirements for ED 231 and ESE 200

- 1) A total of ten (10) observation hours is required for each course.
- 2) Teacher Candidates will be placed at Turie T. Small Elementary school in one of two programs: The Early ID Program, which requires our students to work with elementary school students in specific areas, and the Word Wizard Program, which is an after school tutoring program.
- 3) Students select one of the two programs (Early ID or Word Wizard) and complete the required number of hours.
- 4) Students must complete reflective assignments by the end of their ten (10) hours.
- 5) Assigned “Critical Task” assignments must be submitted in LiveText.

Level II – Participation and Tasks Component

Level Two field experiences build on the knowledge base developed in Level One and give the Teacher Candidate an opportunity to practice and refine knowledge, skills and dispositions gained and engage in more active demonstration of effective teaching through university classroom practice, public school practice and specific subject area training. At this level, Teacher Candidates learn to plan lessons for specific subjects (using content standards and the Sunshine State Standards), study various models of teaching, incorporate classroom organizational principles as they relate to environment, teaching and learning, evaluate learners, and demonstrate the twelve (12) Florida Educator Accomplished Practices (FEAPs) and ESOL Standards.

Requirements for EDA 352:

- 1) A total of forty-five (45) hours are required.
- 2) Teacher Candidates also must be enrolled in ED 352 Contemporary Teaching Methods and EDM 380 Professional Seminar.
- 3) The Teacher Candidates will complete a series of activities as stated in the course syllabus, including, but not limited to:
 - a. Observe the teacher’s behaviors
 - b. Dialogue with Classroom Teacher
 - c. Review curricular guides
 - d. Access various models of teaching
 - e. Prepare lesson plans using state and national standards
 - f. Observe indicators of effective teaching in the classroom
 - g. Demonstrate teaching techniques in the University classroom and in the public schools.
- 4) The Teacher Candidate will complete a LiveText portfolio as stated in the course syllabus. “Critical Task” assignments must be submitted through LiveText.
- 5) This field experience assists the Teacher Candidates to develop the knowledge base content specified in **Classroom Organization and Program Planning**, specifically, effective teaching practices, planning, implementation, and evaluation.



Requirements for EDB 352:

1. A total of thirty (30) hours is required.
2. Teacher Candidates enrolled in EDB 352 also must be enrolled in the secondary Special Methods course ED 360 General Methods in Secondary Education.
3. The Teacher Candidate will complete activities in the specialty content areas/special methods courses as specified in the course syllabus.
4. This field experience assists the Teacher Candidate in developing the knowledge base content specified in Classroom Organization and Program Planning, specifically, effective teaching practices as related to specific subject areas (music, physical education, biology, business education, social studies, English, etc.) and developed in accordance with national and state content standards.
5. All Teacher Candidates will prepare and teach two lesson plans and will be observed by their University Supervisor.
6. The Teacher Candidate will complete a LiveText portfolio as stated in the course syllabus. "Critical Task" assignments must be submitted through LiveText.

Requirements for ESOL Field Experience:

A total of ten (10) hours is required for each ESOL field experience. TSL 370 Principles and Issues in TESOL (required of all students). Students work in direct contact with students whose first language is not English in individual and small group activities.

TSL 440 Methods of Teaching ESOL (required of English Education, Elementary Education and Exceptional Student Education majors). Students work with students whose first language is not English in the preparation of materials and lessons.

Specific requirements related to both courses will be provided in the course.



Level III – Student Teaching Component

Level three field experiences include the Teacher Candidate’s teaching seminar and the Student Teaching experience. Additionally, the Teacher Education Program schedules professional development experiences for Teacher Candidates. At this level, Teacher Candidates become fully immersed in the learning community, and they are expected to demonstrate proficiency in all areas of their professional development. The Student Teaching experience, guidelines and procedures are described in the **Student Teaching Handbook**.

This field experience assists the Teacher Candidate in developing the knowledge base content specified in Classroom Organization and Program Planning, specifically, effective teaching practices, planning, implementation, and evaluation.

Field Visit Requirements for ED 462:

- 1) Requirements and forms for Student Teaching are included in a separate volume entitled Student Teaching Handbook.
- 2) This experience requires the Teacher Candidate to be assigned to a classroom full-time for a minimum of fourteen (14) weeks. The Teacher Candidate progresses from observation to full-time teacher for at least (5) weeks during the semester.

Clinical Experience Requirements for ED 462:

- 1) The Dean of the School of Education, Coordinator of Student Teaching and cooperating counties’ faculty unit establish the clinical experiences required for Student Teaching every academic term. These experiences are organized to assist, enrich, and further development teaching competencies.
- 2) K-12 Cooperating (Classroom) Teachers and University Supervisors meet the training requirements for Clinical Education.
- 3) K-12 Cooperating (Classroom) Teachers and University Supervisors trained each semester in the use of all evaluation forms and procedures. Each semester, the University hosts a “Meet and Greet” for Cooperating Teachers and Stakeholders. In addition, faculty workshops are held to update faculty on the use of **LiveText** (electronic evaluation system) and policies and procedures.



V. OVERVIEW OF ESOL PERFORMANCE STANDARDS REQUIREMENTS

The Background

Florida is under court order to make sure that teachers who instruct language minority students are appropriately trained to be effective in instructing these students. The META Consent Decree, the document that outlines that agreement between the litigating parties and the State of Florida, prescribes a remedy for past injustices that includes the education of teachers who teach in multicultural and ESOL settings.

Language minority children are the fastest growing group in schools in the United States and comprise as much as thirty-five percent (35%) of all school children. The largest groups of language minority children are children of Spanish speaking parents, but in Florida there are also large populations of Haitian, Vietnamese, Bosnian, Russian, and Arabic speakers from various countries.

Florida is one of the states that have the largest number of language minority children. In order to provide children who are learning English with the education to which they are entitled, it is necessary that teachers become aware of the issues that relate to instruction of second language learners. This requirement is explained in the following excerpt from the DOE publication, *Preparing Florida Teachers to Work with Limited English Proficient Students (2001)*, retrieved from http://www.fldoe.org/profdev/pdf/final_esol.pdf:

The Consent Decree (also known as the META or ESOL Consent Decree) of 1990 is the State of Florida's framework for compliance with federal and state laws and jurisprudence regarding the education of Limited English Proficient (LEP) students. It addresses the civil rights of these students, with the primary right being that of equal access to comprehensible instruction. The Consent Decree is the result of a class action complaint filed by Multicultural Education, Training and Advocacy, Inc. (META) on behalf of a coalition of eight minority rights advocacy groups in Florida (including the League of United Latin American Citizens – LULAC) and a number of individual students.

General Implications

As stated in the Florida Department of Education publication, *Preparing Florida Teachers to Work with Limited English Proficient Students (2001)*, there are specific implications of this Consent Decree for Teacher Education Programs:

Section IV of the Consent Decree provides the requirements of personnel who interact with ELL students in an educational environment. The requirements are different based on assigned teaching area and are outlined in the Consent Decree (Revised Agreement of 1990, p. 17-18). For pre-K-6 teachers whose instructional load includes language arts, middle school language arts teachers and reading specialists whose instructional load includes primary English language provision, the requirements are as follows:

Revisions to State Board of Education Rule 6A-5.066, F.A.C., which governs state approval of teacher preparation programs, require that courses and school-based experiences shall include instruction, observation, practice, and competency demonstration in teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree for instructional personnel who teach Limited English Proficient students.

Specific Implications for Teacher Candidates

Teacher preparation programs for students entering their freshman year of college during or after the 2000-2001 academic year must include the following ESOL preparation.

1. For Teacher Candidates majoring in Elementary Education, Prekindergarten-Primary Education, Middle Grades English, English (grades 6-12), Exceptional Student Education Programs, their program of study must include 15 semester hours of courses, or the equivalent, which thoroughly address the 25 ESOL Performance Standards/11 Competencies and the five ESOL areas specified in the ESOL certification rule and result in eligibility for the ESOL Endorsement; and,
2. For Teacher Candidates in all other programs, their program of study must include a three (3)-semester-hour overview course or the equivalent which addresses at the awareness level the five ESOL areas specified in the certification rule for the ESOL Endorsement.

IV. ESOL FIELD EXPERIENCES

General Overview

The Clinical Practices and Field Experiences have been designed in accordance with the mission of the University and the Conceptual Framework of the Teacher Education Program – REAP and the overall sequence of the clinical and field experiences in the School of Education. Throughout the university experience, the Clinical Practices and Field Experiences specifically allow Teacher Candidates to matriculate through three well-sequenced levels of “on-site” practice.

Level II – Participation and Tasks Component

At this level Teacher Candidates develop lessons and mini units; demonstrating proficiency in the twelve (12) Florida Educator Accomplished Practices (FEAPs), ESOL Performance Standards/Competencies, and the Sunshine State Standards; and teach and assist Classroom Teachers with day to day activities and duties. **Here, as in the Level 1, students are required to demonstrate, document, and reflect on modifications for various levels of language acquisition in content areas.**

In both stand-alone courses, students must spend ten (10) hours in an ESOL interactive setting. Students are expected to support and assist ESOL students and Classroom Teacher, and use knowledge of strategies and materials development to assist in language development in various content areas. Students must reflect on experiences in their reflection log and provide contextual information about the school and student(s).

Policies and Procedures

During the infused courses (EDA 352, EDB 352), in Clinical and Field Experiences we make every effort to place Teacher Candidates in classes with diverse populations, including ESOL. The Teacher Education Institute Coordinator, who monitors placement of Teacher Candidates in the schools, informs principals and counties of the importance of selecting classroom placements with culturally diverse populations through letters and the formal contract. In the event that a Teacher Candidate is not assigned to a classroom with ESOL students, the Teacher Candidate is required to identify other settings that will ensure documentation of ESOL Performance Standards. These experiences may include observing, tutoring, or working with ESOL students (international students, adult education programs, or classroom settings).

Policies and Procedures (Continued)

In ED 462 – Student Teaching, again we make every effort to place Teacher Candidates in diverse classroom settings, including ESOL. In the Field work required for the two ESOL stand-alone courses, TSL 370 and 440, the placement of Teacher Candidates in settings interacting with ESOL students is carried out by the Teacher Education Institute (TEI). The TEI Coordinator, who monitors placement of Teacher Candidates in the schools, informs principals and counties of the importance of selecting classroom placements with culturally diverse populations through letters and the formal contract.

While Teacher Candidates observe/interact with diverse student populations, including ESOL students, and are required to collect artifacts and construct reflections reflective of the ESOL Performance Standards/Competencies, the summative evaluation of Teacher Candidates’ ability to demonstrate their proficiency in teaching ESOL students occurs in ED TSL 370 and TSL 440. Beginning in fall 2010 all Teacher Candidates will submit, in LiveText, artifacts aligned with ESOL Performance Standards and Competencies from infused and the stand-alone course(s).

Parallel Tracks of Core Courses and Clinical & Field Experiences

		Clinical & Field Experiences
		Level I & Level II
		<u>Observation and Tasks</u>
ED 352 Contemporary Teaching Methods		
EDA 352 Contemporary Teaching Practicum*		45 hours
TSL 370 Survey: Principles and Issues in TESOL		10 hours
ESE 200 ESE Exceptional Student Ed		10 hours
ED 231 Introduction to Education		10 hours
*Co-requisite with ED 352 Contemporary Teaching		
ED 360 General Methods		
EDB 352 Teaching Practicum**		30 hours
TSL 440 Methods in teaching ESOL		10 hours
** Co-requisite with special methods courses		
		Level III
		<u>Observation, Participation and Tasks</u>
<u>Teaching</u>		
ED 462X Student-Teaching Seminar		2 weeks
ED 462 Student Teaching		14 weeks

V. RESPONSIBILITY FOR CLINICAL PRACTICES AND FIELD EXPERIENCES

Field experiences are part of specific courses in the Teacher Education Program; therefore, the course instructor has primary responsibility for planning, implementing and evaluating these experiences. Assistance in supervising is provided by the Teacher Education Institute, which has the responsibility for securing available sites and providing additional supervisors. Teacher Candidates are expected to follow the program of study course sequence in order to have field experiences at different intervals during the completion of the program. Teacher Candidates are expected to receive program sequence information through the advisement process utilized by the School of Education at Bethune-Cookman University.

Ethical Behavior during Field Experiences

Student Teachers adhere to the Code of Ethics as set forth in the Principles of Professional Conduct for the Education Profession in Florida by the Florida State Board of Education Administrative Rule adopted June 15, 1982 and amended November 29, 1983.

6B-1.001 Codes of Ethics of the Education Profession in Florida

- ◆ The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
- ◆ The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise judgment and integrity.
- ◆ Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Teacher Candidates in the Teacher Education Program become knowledgeable of the Code of Ethics and Principles in *Introduction to Education (ED 231)* and are again apprised of the expected behaviors of prospective teachers throughout the program and specifically during the Student Teaching seminar prior to the assignment of Student Teaching.

6B-1.001 Codes of Ethics of the Education Profession in Florida (Continued)

The Bethune-Cookman University Board of Trustees' Statement on Ethics and Values is included below as it is to be followed by all Teacher Candidates, especially by education majors who must set an example for all students in the college community, as well as the public schools, while they are Student Teachers.

VI. STATEMENT ON ETHICS AND VALUES

Responsibility

Bethune-Cookman University seeks to develop graduates who are honorable, democratic citizens capable of making worthwhile contributions to society. The University expects its Teacher Candidates to uphold the highest moral and ethical standards by practicing self-discipline. Teacher Candidates are held accountable for their behavior. The University believes that commitment, perseverance and high regard for the value and quality of work should be demonstrated with pride as tasks are completed with accuracy and timeliness. Bethune-Cookman University further affirms that Teacher Candidates should respect the environment – including the University’s property, grounds and buildings.

Competence

Bethune-Cookman University seeks to develop graduates who demonstrate academic excellence. Graduates are expected to show competence in their academic careers and vocations through mastery of both verbal and written communication skills, research, scholarly pursuit of knowledge, and major areas of study. Bethune-Cookman University believes that competent individuals will enter the future with confidence and self-esteem.

Human Worth and Dignity

Based on the premise that all human beings are worthy of respect, honor and dignity, Bethune-Cookman University propounds the concept of human worth that is embodied in its founding and purpose. In communicating this fundamental belief, the University seeks to define those characteristics that reflect honesty, tolerance, and genuine sincerity in all phases of human relations. The University strives to instill within each student the value of human worth and to show justice, compassion, and fairness toward all.

Spiritual Growth and Development

Bethune-Cookman University, founded in the Christian tradition, strives to instill spiritual growth by nurturing a continuous understanding and appreciation of the ecumenical traditional and heritage of our school. The study and acceptance of other religious cultures is conducted with tolerance, understanding, acceptance, and love toward others. Teacher Candidates will be able to make wholesome decisions for themselves and contribute to their communities.

VIII. STATEMENT ON ETHICS AND VALUES (Continued)

Student Appeals/Due Process

The Teacher Education Program adheres to the Teacher Candidate Academic Appeal Process as set forth in the Bethune-Cookman University School of Education Student Teaching Handbook. Any Teacher Candidate has the right to appeal a decision regarding academic performance or academic requirements, including senior internship. If the Teacher Candidate cannot resolve the situation with the professor of record or the supervisor, a petition form for an appeal may be secured from the office of the Dean of Education. The Teacher Candidate appeal will be reviewed by the Dean and forwarded to the Appeals Committee for review and recommendations. The Teacher Candidate will receive notification of a hearing before the Appeals Committee. Further steps are identified in the appeals process should the Teacher Candidate continue to be dissatisfied. (See copy of Appeals Process in the Student Handbook published by the Office of Student Affairs).



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Conceptual Framework

R → Reflective Practice

E → Essential Knowledge

A → Assessment and Evaluation

P → Professionalism

