

Field Experience

The Opportunity to...

Influence...



Impact...



Make a
Difference



The Handbook

for Preprofessional Educators

in Baker County Public Schools and Nassau County Public Schools

UPDATED APRIL 2012



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Questions and Answers

Florida Code of Ethics

Field Experience Framework

This handbook has been developed to provide Florida State College students with pertinent information that will assist in making their education field experiences positive and meaningful. The document will serve as a guide for students and faculty of Florida State College.

The course title and required field experience hours are noted below:

AA Program	
Course Title	Field Experience Hours
EDF 1005, Introduction to Education	18
EDG 2701, Teaching Diverse Populations	18
<i><u>If both courses are taken in the same term, there will be a minimum of thirty-six hours of field service for that term.</u></i>	

Since these guidelines represent the minimum requirements for field experience, individual Florida State College instructors may choose to include additional field experience assignments as part of their course requirements.

What is Field Experience?

The term “field experience” is used to describe a special kind of course requirement that is usually required in select professional studies and content pedagogy (methods) courses. Education field experience requires that you make connections between what is learned in class and how that knowledge is applied in practice. You will learn what becoming a teacher requires and you are introduced to the profession of teaching. This early stage involves visits to schools and classrooms to observe the nature of schooling and teaching to get a general knowledge of the role of the schools, classrooms and teachers.

These objectives are accomplished through hours of study of children, classrooms and teachers and assisting teachers with activities related to teaching. As you progress through the education program, you will be able to participate more directly in the learning experiences of students. In your introductory education courses, you will also be asked to observe what is happening in the classroom and make the connections in written reflections on your experience. Since field experience requirements are *course* requirements, the course professor will make the written reflection assignment, explain what and how you should complete the assignment, and evaluate the final outcome. The teacher(s) and/or agency supervisor with whom you work during the field experience will also contribute to the evaluation of your performance in the classroom and/or agency.

General Rules of Field Experience

- 1) EDF 1005 must be completed in a K-12 setting, either a public school or an accredited, private school.
- 2) EDG 2701 must be completed in a K-12 classroom, Pathways to College: GED Preparation Program, the FSCJ ESOL program, or a social agency.
- 3) EDG 2941, EEC 3400, EEC 4301, EEC 4404, EEC 4624, EEX 4231 must be completed in any setting that focuses on children from birth through grade 3.
- 4) EDG 2940 must be completed in a VPK setting.
- 5) EDP 4503 and EEC 4706 must be completed in any setting from VPK through grade 3.
- 6) EEC 4219 and EDG 4410 must be completed in K-3 setting.
- 7) The TSL 3080 and TSL 3081 must be in a K-3 setting, ESOL setting, or the FSCJ ESOL program.
- 8) All students must register within Field Experience Blackboard Shell even those employed by the district. If you do not have access please contact the field experience office at EducationFieldExperience@fscj.edu for more information.
- 9) Florida Statute 1012.32 (2)(d) requires students participating in field experiences in public school systems to undergo a background screening prior to placement.
- 10) School districts have the right to refuse a student's request to complete field experience hours in their schools at any time.
- 11) Cooperating Teachers do not have to work around your schedule. A school agreeing to host you is a privilege and not a requirement of the school district. They are volunteering to assist you. If you cannot work out a schedule with your teacher you will have to self-place yourself at a private school. Only one public school placement can be made by the field experience office.
- 12) **STUDENTS ARE NOT ALLOWED TO SELF-PLACE.**
- 13) **YOU MAY NOT OBSERVE YOUR OWN CLASSROOM, A CLASSROOM YOU CO-TEACH, THE CLASSROOM OF A RELATIVE OR ONE IN WHICH YOU HAVE A CHILD/CHILDREN ENROLLED.**
- 14) Even if you were cleared in a previous semester, your name must be re-run through the clearance system.
- 15) AA students cannot begin field experience before the first day of class at the beginning of that class term. For example, if you only have a C term class your hours have to be completed during the C term.
- 16) The Field Experience Office at Florida State College at Jacksonville is not automatically notified when you are fingerprinted. The office has to request your clearance. This means that if you fingerprint on a day or at a time that is not one of the selected days and times set aside for this college, the Field Experience

Office will have no record of your fingerprinting. You will have to notify the department by email or phone. Please contact the Field Experience Office at EducationFieldExperience@fscj.edu when you have questions or need information.

- 17) When registering for field experience and communicating with the field experience office, students should use their Florida State College email account. Other email addresses may not get through the system.

Field Experience Purpose and Goals

The field experience program is a learning experience and integral to your success as a student in the program. Field experience is an important part of your professional preparation as a teacher and will assist you in answering a major question: **IS TEACHING THE RIGHT PROFESSION FOR YOU?** It 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 into teaching.

Some of the key goals of field experience are to provide an opportunity to:



See different teaching and management strategies and determine how to develop your own.



Observe how academic, social, and physical, and emotional factors can influence learning.



Identify a variety of instructional strategies and evaluation techniques.

Conduct Policy

In order that there be no violation of appropriate standards of conduct in any area of the program, Florida State College has devised Standards of Conduct to which all of its participants must adhere. These Standards of Conduct are in addition to the State of Florida Code of Ethics, and are intended to assist students in conducting themselves appropriately as they interact with both children and staff inside and outside the classroom. Further, it is devised to protect its volunteers from unwarranted accusations of standards of conduct abuse. Because of the interactions with children, educators are held to a higher moral standard than other professionals in their public and private lives.

Prior to placement, Field Experience participants will be made aware by their instructors of child abuse issues, the establishments of policies that make it difficult for child abuse to occur, the encouragement of prompt reporting if inappropriate contact or conduct occurs, and the process for swift removal and reporting of alleged offenders.

All Florida State College Field Experience participants will be required to adhere to the following policy:

- Participant should not be in contact with students inside or outside the classroom/volunteer site unless a teacher or another school-sanctioned adult is present.
- Participant should not have any contact inside or outside the classroom/volunteer site with any student met through their field experience, including those students eighteen years of age or older, as it is deemed inappropriate.
- Participant must govern him or herself by and adhere to all rules and regulations of the School Board (in public schools) or Board of Directors (in private schools or community agencies).
- Participant must not violate any state laws with regards to child abuse.
- Participant must not at anytime use profane or other improper language at the school/volunteer site.
- Participant must not exhibit any lewd and lascivious acts in the classroom, at the school or on school property/volunteer site.
- Participant must not engage in sexual or other inappropriate intimate relational acts with children in the classroom, inside the school, on the school grounds, volunteer site, or anywhere.
- Participant must at all time conduct himself or herself as an adult, exhibiting only that conduct which is appropriate and professional.

In addition to the above Florida State College and School District policies, all students should be familiar with the Florida Code of Ethics and Florida State Principles of Professional Conduct for the Education Profession in Florida. They are located within this guide.

Guidelines

Before the initial reporting date, contact your hosting teacher/agency supervisor to confirm that you will be at the school/agency on the initial reporting date. 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/agency supervisor.

Plan a Schedule. Make contact with your cooperating teacher/agency supervisor as soon as you have the school/volunteer site information. Take your cooperating teacher's letter and the student evaluation with a stamped return envelope addressed to the Florida State College instructor.

Never ask a teacher/agency supervisor to telephone you. It is your responsibility to reach the teacher/agency supervisor. If your hosting teacher/supervisor uses e-mail, this is generally the best method of communication. If not or if you do not receive a response from the teacher 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 Professional. Dress appropriately and professionally—no shorts, tank tops, and cut-offs. Conduct yourself as a professional adult, not as a student. Do not bring your child or children to your field experience site. Observe confidentiality. 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. Some principals have commented that they have ruled out some otherwise qualified candidates because they did not have a professional appearance.

Be discrete. Be thoughtful in conversations and actions. This applies in the school, in the community, and in the class at the college. 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. 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 Courteous and Cooperative. You are representing Florida State College. You are a role model for children.

If performing service at an agency, contact the agency as soon as possible. Take your cooperating agency letter and the student evaluation with a stamped return envelope addressed to the Florida State College instructor.

Set the schedule of days and times for your volunteer service, taking into account the scheduled days off for school systems such as Spring Break, Winter Holidays, and various other days off that are particular to the system. Please check with the cooperating teacher for other special days such as Field Trips/special event days.

It is your responsibility to plan your schedule in a manner that includes scheduled breaks and to take the unexpected into account.



Maintain Attendance. Attendance at all scheduled field experience is MANDATORY. In the event of illness or an emergency, you are responsible for notifying the Cooperating Teacher in advance. It is also your responsibility to make arrangements with the Cooperating Teacher to schedule make-up hours. Please ask the site supervisor or Cooperating Teacher to sign the log at each visit.

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.

Be prepared and an active participant in the classroom. Field experiences are an important part of your academic course work. Assist the classroom teacher with activities. Although teachers vary in the level of participation they expect from field experience students, most teachers appreciate students who engage in appropriate ways with students. However, you are a guest and are in the classroom to observe and support the lessons and activities the teacher has planned. Take initiative and volunteer to help in small ways to demonstrate eagerness and show your ability to follow the teacher's lead. If the teacher hesitates to tell you what to do, offer to help out. 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. College students may not talk with each other during field experiences. We do not want problems to occur 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.

Refusal by School District. The Public School Districts have refusal privileges regarding field placement in the following circumstances:

1. Applications of each student will be evaluated individually and the right of refusal is retained pending a positive assessment of the student's potential.
2. Refusal or withdrawal from the field experience may result from the same conditions as those affecting in-service teachers. The same legal issues apply: e.g. indictment would result in refusal of the privilege or suspension.
3. Withdrawal from the field experience may result from inappropriate behavior or inappropriate dress.

Crisis. If a crisis situation occurs regarding any Florida State College education field experience placement student, the School District, and the School Principal, (or Community Agency Supervisor) in cooperation with the Liberal Arts Division of Florida State College, will retain the authority to decide the conditions for the Florida State College student's continuance in the field experience placement site. The student must notify his/her individual instructor and the Field Experience Facilitator should a crisis occur.

Overview: The Five Step Process

Field experience is a five step process which has to be completed. Your first step is to **REGISTER** for field experience placement. Once you have registered, you will proceed to step 2 where you will receive **CLEARANCE** to start. Clearance is where you will schedule your fingerprinting if needed. Once you are cleared, you are responsible for contacting the hosting teacher/supervisor to **SCHEDULE** your field experience. Once your schedule is set, you must **DOCUMENT** your field experience and return the documentation to your instructor at the end of the course. Upon completion of field experience, you will **EVALUATE** the process and tell us what worked well and what can be improved.



Step 1: Registration

REGISTRATION SHOULD OCCUR DURING THE FIRST WEEK OF CLASS. To register for field experience placement, you will have to access Blackboard. You will find the field experience link under My Organizations. My Organizations can be found on your blackboard homepage or under the Community tab within blackboard. AA students are automatically added to blackboard and the link will appear for your access. If the link is not there, you can also self-enroll in the field experience community.

Please note that all public school districts, some private schools, and some community agencies require a background check and clearance before volunteering can begin. This process can take three to four weeks. If you are interested in volunteering at a site that requires a background check, please begin the process immediately, to avoid delay in beginning your volunteer hours. **Please keep in mind that field experience cannot start before the beginning of the class.**

You should register for field experience according to the county or placement setting in which you are planning to conduct your field experience. The registration links are listed by county and placement setting within blackboard. If you are enrolled in multiple courses during the Session, register once for all courses. **You should choose one link.** However, if you are **requesting different placement settings**, complete the registration process for each placement setting, (e.g., you are enrolled in EDF 1005 and EDG 2701 and you would like to perform your field experience in an accredited private school and a community agency). In this scenario, you would register twice (once for private school (any county) and once for community agency). On the other hand, if you are enrolled class for different sessions, you will have to register for field experience for each session. Blackboard is set up according to semester and session.

In completing the registration process, answer all questions that apply to you. Failure to provide accurate information will delay your movement to Clearance, which is the next step of the field experience process.

After you have registered for field experience, please proceed to Step 2 and read the Clearance Section and carry out any tasks if needed.

Step 2: Clearance



You will **ALWAYS** have to be fingerprinted if you plan to conduct your field experience in a public school setting in Florida; whereas you may not have to be fingerprinted if you choose to conduct your field experience hours in an accredited private school or an approved non-profit community/social service agency (diversity course). This is contingent upon what clearance procedures the school or agency has in place. You will be responsible for contacting the private school and/or non-profit agency to discuss their background clearance procedures. If you have been previously fingerprinted in Nassau or

Baker, the respective district office will inform you if reprinting is required.

If you have ever been arrested for an offense (misdemeanor, felony, or criminal) other than a minor traffic violation (DWI and DUI are not minor), please discuss this matter with your academic advisor or counselor. If you plan to receive a BS in Early Childhood Education from Florida State College at Jacksonville you will need to make an appointment with the BS ECE Advisor to discuss future placement issues.

Baker County Clearance Procedures

Step 2:1 – Baker County Fingerprinting Process

To set up a fingerprinting appointment for placement in Baker County public schools, follow the procedures below:

1. Contact Kim Green at (904) 259-0426 to schedule a fingerprinting appointment in Baker County at the School Board building.
2. Pay the \$57.25 fee before you go to your appointment. There are two ways to pay:
 1. Pay online by credit card (Visa or MasterCard only) at www.flprints.com (Florida Department of Education Fingerprinting (24 hours a day). Credit card payment is highly recommended and guarantees a better chance that your appointment will happen on time. Under the Payment Information you **MUST** choose “Transaction Type: **Employee.**”
 2. Pay by taking a money order addressed to “Fingerprinting Services, LLC” to your appointment. Personal checks will not be accepted.
3. Complete and take the **Baker County School District Intern Record**, as well as a picture ID with you to your appointment. The form is located in this guide and the form is also located within Blackboard. Acceptable forms of ID include a driver’s license, state issued identification card or U.S. Passport.
4. Go to your scheduled appointment at the address below:

392 South Blvd East
MacClenny, FL 32063

Step 2:2 -- Baker County Fingerprinting Results

1. The Baker County School Board will place you. Students **MAY NOT** self-place in Baker County.
2. When Baker County has provided you with your assigned teacher/placement, please complete Step 2.3 below.

Note: Field experience follow-up is required as noted in Step 2.3 below.

Step 2.3 -- Field Experience Follow-up

When you have a teacher/placement, please access the **Field Experience Assignment Update Page** within blackboard and provide the following information:

- School name
- Grade level and subject area in which you will be conducting your field experience hours
- Name and contact number of the cooperating teacher and/or supervisor with whom you will be working

Nassau County Public School Clearance Procedures

Step 2:1 -- Nassau County Fingerprinting Process

If you have not been fingerprinted by the Nassau County School District (or not since July 1, 2007), then to meet the Lunsford Act requirements, procedures are listed below:

1. Fingerprinting is conducted at the Nassau County Children and Family Education Center (directions below). Please call that office at (904) 491-9883 to inquire about hours a staff member is available.
2. The total fee is \$78.50.
3. Location for fingerprinting process:

Nassau County Children and Family Education Center location and directions:

- Located at 86207 Felmor Road in Yulee
- At the intersection of Hwy. A1A and Felmor Rd (by Yulee Elem. School, turn north.
- Go 1/4 mile (past Yulee Elementary School) to the red brick, fenced building on the left.
- Enter the parking lot at the second gate.
- Office room number: 04-08
- Telephone: (904) 491-9883.

Please call this number in advance to ensure staff availability. If no one is available, please leave your name, a brief telephone message and a number for a return call.

4. You must also submit the form "Request for Field Experience Assignment in Nassau" to the Office of Staff and Program Development, per directions on the form, in order to be placed. Both the fingerprint report and the Request for Field Experience must be completed and approved before you receive an assignment.
5. If you were fingerprinted in another district, please call (904) 491-9906 about that district's reciprocity of report information.

Step 2:2 -- Nassau County Fingerprint Results

1. The Nassau County School Board will place you. Students **MAY NOT** self-place in Nassau County.
2. When Nassau County has provided you with your assigned teacher/placement, please complete Step 2.3 below.

Note: Field experience follow-up is required as noted in Step 2.3 below.

Nassau County Public School Clearance Procedures

Step 2.3 -- Field Experience Follow-up

When you have a teacher/placement, please access the [Field Experience Assignment Update Page](#) within blackboard and provide the following information:

- School name
- Grade level and subject area in which you will be conducting your field experience hours
- Name and contact number of the cooperating teacher and/or supervisor with whom you will be working

Step 3: Schedule

Contact the cooperating teacher and/or supervisor within one week of being cleared to begin your field experience placement. You are expected to start your field experience immediately but no later than two weeks after being cleared.

Arrive at the school/agency on the date and time agreed upon between you and the cooperating teacher/site supervisor. Be prepared to have the discussion around hours. Plan your schedule before contacting the cooperating teacher or supervisor. Take a moment to jot down what hours will work for your schedule. Please take into consideration the K-12 holidays as well as Florida State College holidays when creating your schedule.

The form on the following page should help you lay the groundwork and assist you in planning to complete your hours in a timely manner. Take the time to complete the form rather than sending the hosting teacher/supervisor an outline of your availability in an email or phone call. This form will give the hosting teacher/supervisor a visual to work from when trying to coordinate schedules.

After you've done this task, contact the cooperating teacher/supervisor and gain their agreement on the proposed hours. Be open to changes since the scheduling is a cooperative effort. However, if you are prepared and flexible, it will take the "ah" out of the conversation. It is recommended that you present a planned schedule for completing your hours at the initial visit. This is your first opportunity to make your professional impression.

Note: If you are already employed as a **Substitute or Paraprofessional**, plan a schedule that will allow you to observe other teachers' classrooms during your lunch, resource, or planning period.



Proposed Field Experience Schedule

Florida State College Student Name:

Field Experience Site (School/Agency):

Teacher/Supervisor Name:

Teacher/Supervisor Phone Number:

Florida State College Instructor:

Placement Date:

Contact Date:

Date		Day of the Week					Time In	Time Out
		(Indicate an "x" next to the day of the week for each date entered)						
		Mon	Tues	Wed	Thurs	Fri		
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

Step 4: Document

You will need the following forms to document the field experience process. These forms should be accessed and utilized **after** you are cleared to begin field experience. After you have arranged a schedule (step 3), you will need each of the forms below. These forms are located within blackboard. **DO NOT** use the forms that are included in **Appendix C** of this handbook. You should take the cooperating teacher letter, the field experience log, and the student evaluation form with you on the first day of visitation to your site.

1. **Cooperating Teacher/Agency Letter** — This letter should be given to your cooperating teacher/supervisor at the school/agency where you are assigned. The letter includes some general information for the teacher/supervisor with whom you'll be working.
2. **Field Experience Log** — This form is used to record the field experience hours and the activities that were part of your experience. This form should be given to your instructor after completing field experience. If you are observing multiple teachers/supervisors, you should have a form for each teacher/supervisor.
3. **Student Evaluation** — This form should be completed by the teacher/supervisor with whom you worked. Please ask your cooperating teacher/supervisor to mail this form to your instructor, or you may carry it to your instructor from the cooperating teacher in a sealed envelope. If you are observing multiple teachers/supervisors, each hosting teacher/supervisor should complete a student evaluation form.

Step 5: Evaluate

Step 5, Evaluate, provides the opportunity to tell us about your field experience process. **After** completing your field experience hours, complete the survey within blackboard that tells us about your field experience.

The purpose of this evaluation is to obtain information about the cooperating teacher and school that provided you a field placement and to gain your insight on how the overall field experience process can be improved.

The information you provide will help make decisions about future field placements for Florida State College students. *The information will be kept confidential.* Please respond to each question as honestly and objectively as possible.



Cooperating Agency Letter

(EDF 1005 and EDG 2701)

Dear Cooperating Supervisor,

Florida State College would like to thank you for participating in the Education Field Experience program. Field experience is an important opportunity for future educators to explore the profession. We would like for students to learn the challenges and rewards of a working with a diverse population from professionals in the field.

In order to fulfill the requirements for working with a diverse population, students need to be actively involved. Please provide the student with opportunities to fulfill activities that are diverse as it relates to class/socioeconomic status; ethnicity/race; gender; religion, language, age, etc. The goal is for the student to learn what implications the aforementioned areas have for educational policy, curriculum and methodology.

IF YOUR ORGANIZATION PROVIDES SERVICES TO CHILDREN, PLEASE REMEMBER THAT THE FIELD EXPERIENCE STUDENT SHOULD NOT BE LEFT UNATTENDED WITH THE CHILD.

For field experience at your agency:

1. The student will volunteer for a minimum of 15 – 18 hours during the Florida State College term which may be eight weeks, twelve weeks or sixteen weeks long.
2. Please initial the “Field Experience Log” form each day, which you will receive from the student volunteer. Please sign the form at the end of the term. This form is a required part of the student’s file for completion in the Florida State College course.
3. Please evaluate the student at the end of their service on their overall performance using the “Field Experience Student Evaluation” form which you will receive. This form is a required part of the student’s file for completion in the Florida State College course. You may submit the form directly to the Florida State College Professor/Instructor in a stamped addressed envelope the student will provide for you. The evaluation form will be shared with the student as part of his/her professional development.

If at any time you have questions or concerns you may contact the Field Experience Facilitator at the email address below. Florida State College appreciates your contributions to the development of future educators.

Sincerely,
Coordinator of Field Experience
EducationFieldExperience@fscj.edu



Cooperating Teacher's Letter

(EDF 1005 and EDG 2701)

Dear Cooperating Teacher,

Florida State College would like to thank you for participating in the Education Field Experience program. Field experience is an important opportunity for future educators to explore the profession. **You do not have to have CET training to participate.** We would like for students to learn the challenges and rewards of a career in education from professionals in the field.

Please remember that the Field Experience student should not be left unattended with students.

For field experience at the school site:

1. The student will volunteer for a minimum of 18 hours during the Florida State College term which may be eight weeks, twelve weeks or sixteen weeks long. The course will determine the number of hours the student will need to complete. If the student is enrolled in two courses that require field experience, they have the option of completing all of their hours at one location. In this case the student will be required to perform a minimum of 36 hours.
2. Please initial the "Field Experience Log" form each day, which you will receive from the student volunteer. Please sign the form at the end of the term. This form is a required part of the student's file for completion in the Florida State College course.
3. Please evaluate the student at the end of their service on their overall performance using the "Student Evaluation" form which you will receive. This form is a required part of the student's file for completion in the Florida State College course. You may submit the form directly to the Florida State College Professor/Instructor in a stamped addressed envelope the student will provide for you. The evaluation form will be shared with the student as part of his/her professional development.
4. The student may perform a variety of activities related to education. (See attached sheet.) Please allow the Field Experience student as much interaction with the students as possible.

If at any time you have questions or concerns you may contact the Field Experience Facilitator at the address below. Florida State College appreciates your contributions to the development of future educators.

Sincerely,
Coordinator of Field Experience
EducationFieldExperience@fscj.edu

Field Experience Log

(EDF 1005 and EDG 2701)

To Be Completed by Student

Florida State College Student Name: _____

Field Experience Site (School/Agency): _____

Teacher/Supervisor Name: _____ Phone Number _____

Florida State College Instructor: _____

Campus: _____ Course: _____ Reference Number _____

To Be Completed by the Student and Confirmed by the Cooperating Teacher

The volunteer field services offered by this student are in partial fulfillment of the requirements for the Florida State College EDF 1005--Introduction to Education or EDF 2701--Teaching Diverse Populations

Activities

(Check the kinds of tasks you performed during the field experience—check all that apply)

- ☐ Classroom observation of teachers and/or students.
- ☐ Observation of teachers and/or students during extra-curricular activities.
- ☐ Participation with students in teaching and/or learning activities.
- ☐ Clerical duties related to teaching and/or learning tasks (grading papers, filing, etc.).
- ☐ Clerical duties unrelated to teaching and/or learning tasks (cafeteria duty, bus duty, etc.).

Dates and Hours of Field Placement Activities

	Date	Time In	Time Out	Total Time	Supervisor's Initials
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

TOTAL HOURS

I verify that the above information is accurate:

Student Signature: _____

Date: _____

Signature of Teacher/Supervisor: _____

Date: _____

Florida State College student, please duplicate if you need more than 10 entries. Submit the completed Field Experience Log (s) to your FSCJ Professor (s). **Do not submit this form to the Field Experience Facilitator. Submit it to your college instructor.**



Field Experience Student Evaluation

(EDF 1005 and EDG 2701)

To Be Completed By Student

Florida State College Student Name: _____
Field Experience Site (School/Agency): _____
Teacher/Supervisor Name: _____ Phone Number _____
Florida State College Instructor: _____
Campus: _____ Course: _____ Reference Number _____

To Be Completed By The Cooperating Teacher

Thank you for giving Florida State College students the opportunity to gain practical hands-on classroom experience and observations this semester. They may not have had formal training in teaching methods at this time. The field experience is to acquaint them with the education system and help them determine if education is truly the career of their choice.

Please Note: Responses will be shared with the student for the purpose of his/her professional development.

For the purposes of feedback, please rate the student participant using the following scale:

Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory
5	4	3	2	1

Appearance	(Dressed appropriately; neat and professional appearance)	_____
Attitude	(Positive attitude; courteous, tactful, helpful and flexible)	_____
Cooperation	(Displayed ability to work well with others)	_____
Dependability	(Arrived early or on time on scheduled day; carried out assigned duties; notified supervisor if unable to be present)	_____
Time Commitment	(Schedule field experience timely and completed hours in a timely manner)	_____
Initiative	(Identified needs and responded; self-starter)	_____
Quality of Work	(Performed effectively under the circumstances)	_____
Comments:	_____ _____	

Upon completion of the Field Experience, please return a completed copy of the form to the student's Florida State College professor/instructor in the stamped, addressed envelope provided by the student. Make sure the envelope is addressed to the student's Professor/Instructor and **NOT** to the Field Experience Facilitator. Thank you for giving Florida State College students the opportunity to gain practical hands-on classroom experience and observations this semester.

Signature of Teacher/Supervisor: _____ Date: _____



Florida State College at Jacksonville

Early Childhood Program
Education Department
101 West State Street
Jacksonville, FL 32202

Dear Educator:

This student, _____, is enrolled in a Florida State College at
Jacksonville Early Childhood course, _____, _____.
(Name of course) (Course number)

This course requires observational and interactional experience in an early childhood classroom.

This is also in alignment with current research that shows that students learn best through real
situations. The student must create an integrated lesson plan to share with early learners. Please
allow this student to _____.
(Observations, Assignments, Pilot a lesson plan, etc.)

We appreciate your allowing this student to complete the integrated field experience project in
your classroom.

Sincerely,

(Add in contact information)

This form should be completed and signed. It must accompany the written information for the instructor about the observation and the interview.

I, _____, as _____ for
(Name) (Position)

the _____ grant permission for this student to
(Institution or Facility)

interview a teacher and observe/teach in that teacher's classroom for the Florida State College at Jacksonville of Education Early Childhood Program.

(Signature) (Date)

This student, _____, has completed field experience
in my classroom on this day and presented _____.
(Activity name)

(Instructor) (Date)

Classroom Teacher Evaluation
(upper level Education classes)

Student Name: _____

_____ Student contacted teacher ahead of time and made a preliminary visit to discuss the ages, interests and liabilities of the children, to examine the classroom and to establish the exact date and time for the teaching/learning opportunity.

_____ Student arrived early at specified date and time to ensure enough time for set-up.

_____ Student was appropriately dressed for the teaching situation.

_____ Student was professional in words and actions.

_____ Student was prepared with an adequate number of developmentally appropriate materials and a written lesson plan.

_____ Student executed child-centered lesson, including all abilities, in a timely and professional manner.

_____ Student left sample Evaluation Tool with teacher to return.

_____ Number of observational hours

Additional comments: _____

_____.

Evaluator: _____
(Name) (Date)

Title: _____

Location: _____

Ages of Children: _____

Please email to _____ within 24 hours.
(Instructor's email address)

Baker County School District Intern Record

Name _____ Phone(s) H) _____ C) _____ Mailing Address _____ _____ E-Mail Address _____ _____	College _____ Degree _____ Graduation Date _____ Initial Fingerprint Date _____
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Intern Completes			
☐ Observation ☐ Pre-Internship ☐ Internship	Choose Area of Certification ☐ PK-3 ☐ K-6 ☐ Middle (5-9) ☐ Secondary (6-12)	School Requested _____ (Requests Not Guaranteed) Grade Level _____ Hours Needed _____	
Subject Area (s) _____	_____		
Subject Area (s) _____	_____		
Internship Dates _____	_____		
For Office Use Only			
Assigned School _____		Fingerprint Date _____	
Assigned Teacher _____		☐ Initial ☐ Retention	
Subject & Grade _____			
Approval Date _____			

Intern Completes			
☐ Observation ☐ Pre-Internship ☐ Internship	Choose Area of Certification ☐ PK-3 ☐ K-6 ☐ Middle (5-9) ☐ Secondary (6-12)	School Requested _____ (Requests Not Guaranteed) Grade Level _____ Hours Needed _____	
Subject Area (s) _____	_____		
Subject Area (s) _____	_____		
Internship Dates _____	_____		
For Office Use Only			
Assigned School _____		Fingerprint Date _____	
Assigned Teacher _____		☐ Initial ☐ Retention	
Subject & Grade _____			
Approval Date _____			

Intern Completes			
☐ Observation ☐ Pre-Internship ☐ Internship	Choose Area of Certification ☐ PK-3 ☐ K-6 ☐ Middle (5-9) ☐ Secondary (6-12)	School Requested _____ (Requests Not Guaranteed) Grade Level _____ Hours Needed _____	
Subject Area (s) _____	_____		
Subject Area (s) _____	_____		
Internship Dates _____	_____		
For Office Use Only			
Assigned School _____		Fingerprint Date _____	
Assigned Teacher _____		☐ Initial ☐ Retention	
Subject & Grade _____			
Approval Date _____			

TEACHER EDUCATION STUDENTS
Nassau County Request for Classroom Observation and Field Experience
NASSAU COUNTY SCHOOLS 2010-2011

PLEASE COMPLETE AND MAIL OR FAX TO:
Office of Staff and Program Development
1201 Atlantic Avenue
Fernandina Beach, FL 32034
FAX (904) 277-9044

Student Name: _____ (Print legibly.)
Address: _____ (Print legibly.)

Telephone: home: _____ work or cell: _____ (Print legibly.)
Email address: _____ (Print **very** legibly.)
College or University: _____ FSCJ _____ UNF _____ JU _____ Nova _____ Other: _____
Course name/number: _____ Date course begins: _____ Instructor: _____
Required tasks/ assignments: _____ Total hours required: _____
Preferred community: _____ Elem. _____ or Secondary _____ (Preferences cannot be guaranteed.)
I have a child or am related to a teacher in the following school(s) and grade level(s). _____
I am a NCSB employee at _____ and my position is: _____ (complete if applicable)
I graduated from high school after 2009: (Check if yes) _____ Initial agreement to wear appropriate attire*: _____
Signature of student: _____ Date: _____
Date of Fingerprint Screening: _____ (We will not process this form until your fingerprints have cleared.)

STUDENTS- PLEASE READ:

PLEASE DO NOT CALL A SCHOOL PRINCIPAL OR TEACHER YOURSELF:

Thank you for your interest in Nassau County Schools. After you have submitted this form and your fingerprints have cleared, we will provide you with your school/teacher assignment and the necessary contact information. Please allow one week for a response from us. Students may not be assigned to the following: 1) a class or school in which they have children enrolled; 2) the class of a relative who is a teacher; 3) as an approved volunteer without fingerprint clearance; or 4) in grades 9-12 if your graduation from high school was after 2009. We will notify you by email of your assignment.

***Appropriate attire** means no jeans, shorts (except P.E. majors), mid-drift or low-cut tops, flip-flops, or T-shirts). Please be comfortable, but convey a responsible image to students and others in the school. Please also know that all information about students' grades, learning disabilities, discipline, etc. is confidential. Cell phones should be on "silent" while you are in the school. **We reserve the right to decline to place a student for a field experience.**

For Nassau School District Use Only:

DATES: Form received: _____ Fingerprint Report cleared: _____ Student notification: _____
School assigned: _____ Tel: _____ Teacher: _____
Grade/subject: _____ Teacher's school email address: _____

Field Experience Questions and Answers

Questions and Answers



Q1 What are field experiences?

The field experiences described in this handbook refers to school-based clinical experiences including classroom observations, tutoring, assisting teachers, small and large group instruction and gaining an understanding of the duties of a teacher.

Q2 Why do we have field experience?

Field experiences provide pre-service teacher education students' firsthand experience in the profession. When properly integrated with education course work, field experiences provide a balanced blend of theory and practice.

Q3 What are the policies, procedures and responsibilities related to field experiences?

The policies to prepare students to work effectively in classroom settings deal with selection of sites, types of experiences, supervision, feedback, sequence of experiences, skill development and amount of experiences. The field experience for each course has specific requirements. The general policies are reflected in this handbook. The professional roles and responsibilities have been clearly delineated and are explained throughout this guide.

The failure of students to properly abide by the policies and fulfill their roles and responsibilities in these settings jeopardizes their educational careers and future placements. At the very minimum, students are to behave in an ethical, professional and courteous manner in accordance with the Florida State College of Jacksonville Framework. Students should follow the directions and procedures given by the course instructor, school administrator and classroom teacher. They should follow school rules, report to the classroom teacher at the time agreed upon and inform supervisors if they will be tardy or absent.

Q4 If I am taking a course online do I have to complete the field experience requirement?

Yes.



Q5	If I live out of state and take an online course, do I have to complete the field experience requirement?
	Yes. You will need to self-place in the state according to the field experience procedures that are in place. You are responsible for communicating your placement information to your course instructor and the field experience facilitator.
Q6	Can I call the school and arrange my own field experience placement?
	You may self-place in a private school, community agency, or for those public schools where the guidelines <u>specifically</u> state you can self-place.
Q7	Is it okay to complete my field experience at a <u>non-accredited private school</u> or must it be an accredited institution?
	The private school must be accredited, but it doesn't have to be SACS (Southern Association of Colleges and Schools) accredited. It could be faith-based accredited. The school will be able to provide you with their accreditation status.
Q8	May I have my placement changed if: I don't feel comfortable there; it is too far to drive; my job schedule interferes; I have moved since I filled out the paper work; or I think there is a <u>personality or style conflict between my mentor and me</u>?
	NO. It is too disruptive to change internship placements once they have started.
Q9	What reasons would warrant a change in placement?
	If you have been placed in an inappropriate placement for your program requirements or the school district requests a change, then the Field Experience Facilitator will work with you individually.
Q10	Is there any way to be exempt from a field experience?
	No.
Q11	Can I conduct my field experience in the same school that my <u>child(ren)</u> attend?
	Yes, but not in the same classroom as your child(ren).
Q12	Can I request a specific school, subject, and/or grade level?

Yes, you can request a school. At the time that you register for field experience, you are given the opportunity to denote three zip code preferences, preferred grade level, and subject. We will do everything possible to place you according to your preference; however, the preferences may not be granted due to low participation from schools for the preferences you indicated.

Q13 I requested a specific school and did not receive a placement there, why?

It may be that there were no slots available at that school.

Q14 If I fail a course with a required field experience, do I have to redo the field experience even though I completed it successfully?

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.

Q15 I have been teaching for one, two, or three years; or I am a substitute teacher; or paraprofessional. Can I count this for field experience?

No, your field experience is a pre-internship, which must be unpaid. In addition, if you are an existing teacher or substitute teacher, you must observe another teacher objectively in all aspects of the instructional process. You should not observe a co-teacher with students you also teach.

Q16 I have volunteered at a public school, but I was never fingerprinted by the public school district. Can I use this for field experience?

No. Volunteering can occur in the public schools without having the Level 2 FBI background check involving fingerprinting. However, Florida Statute 1012.32 (2)(d) states that students must undergo a Level 2 FBI background check by the school board of the county in which they seek to do field experience if they are using it toward college coursework requirements.

Q17 I have volunteered in an accredited private school classroom? Can I use this for field experience?



AA students cannot begin field experience until the class starts. TFC students can begin field experience **after** they have been accepted into the program and attend a mandatory orientation session.

Q18 My mom/dad/sister/cousin/uncle is a teacher in my licensure area. Can I do my field experience in her classroom?

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

Q19 When will I find out where I have been placed? Should I call or email the Field Experience Facilitator to ask where I have been placed?

Placements are usually made during the first three to four weeks of class. If you have not received your placement information prior to the **end of the third week** after you have been fingerprinted, please email the Field Experience Facilitator at educationfieldexperience@fscj.edu. Please be patient, as we have many students to place and we will get back to you as soon as we are able.

Q20 Will I be able to request another placement for the same class if I do not follow-through with the initial field experience assignment?

Once a placement has been made, it is your responsibility to ensure that you follow-through on acquiring the field experience hours. If you do not follow-through, you will have to seek private placement.

Florida Code of Ethics

State Board of Education Rule 6B - 1.001, FAC

The Principles of Professional Conduct of the Education Profession in Florida

- 1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
- 2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
- 3) Obligation to the student requires that the individual:
 - (a) shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - (b) shall not unreasonably restrain a student from independent action in pursuit of learning.
 - (c) shall not unreasonably deny a student access to diverse points of view.
 - (d) shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - (e) shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - (f) shall not intentionally violate or deny a student's legal rights.
 - (g) shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - (h) shall not exploit a relationship with a student for personal gain or advantage.
 - (i) shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- 4) Obligation to the public requires that the individual:
 - (a) shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - (b) shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - (c) shall not use institutional privileges for personal gain or advantage.
 - (d) shall accept no gratuity, gift, or favor that might influence professional judgment.
 - (e) shall offer no gratuity, gift, or favor to obtain special advantages.
- 5) Obligation to the profession of education requires that the individual:
 - (a) shall maintain honesty in all professional dealings.
 - (b) shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political

- beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- (c) shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - (d) shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - (e) shall not make malicious or intentionally false statements about a colleague.
 - (f) shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - (g) shall not misrepresent one's own professional qualifications.
 - (h) shall not submit fraudulent information on any document in connection with professional activities.
 - (i) shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - (j) shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - (k) shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 - (l) shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - (m) shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
 - (n) shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
 - (o) shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1),

Florida Statutes.

- (p) shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (q) shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

State Board of Education Rule 6B – 1.001, FAC

The Code of Ethics of the Education Profession in Florida

- 1) 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.
- 2) 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 the best professional judgment and integrity.
- 3) 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.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.