DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION

LEADING TEACHER PROGRAM
Field Experience Guide for Teacher Candidates

September 2015
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INTRODUCTION

The Field Experience Handbooks were prepared to guide teacher candidates, university faculty, host teachers, and school administrators during the field experiences that are an integral part of the Leading Teacher Program. If read carefully, most questions regarding field experiences will be answered. Questions not addressed in the Handbook should be discussed with the university faculty member responsible for the course, the Director of Student Teaching and Field Placement, or the Director of the Leading Teacher Program. This version of the handbook focuses on the teacher candidate during the field experience.

Field experiences are a significant feature of the Leading Teacher Program. The major goal of field experiences is to demonstrate professional dispositions, apply knowledge and skills, as well as implement learning principles and techniques of teaching prior to the capstone experience, student teaching. The Leading Teacher Program meets the standards of excellence for the practice of teaching through curricular infusion of three themes: Leadership, Diversity, and Technology. All candidates in the Leading Teacher Program are challenged to pursue continuous improvement in the following five domains which, together with the three themes, comprise the conceptual framework of the Leading Teacher Program: Learning Theorist; Curriculum Designer; Expert in School Context; Master Practitioner; and Instructional Leader. A description of the Themes and Domains, with expected competencies, can be found in Appendix A.

The host teacher, the university faculty member, and the teacher candidate should view themselves as a team. A key word in this human endeavor is communication. Most problems occur when there is a breakdown in communication among team members. We therefore encourage all team members to keep the lines of communication open and to work together to achieve a successful experience.

Best wishes to each of you during the field experiences of the Leading Teacher Program.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Teacher Education</td>
<td>Susan Munson, Ph.D.</td>
<td>412.396.6097</td>
</tr>
<tr>
<td>Director, Leading Teacher Program</td>
<td>Karen Levitt, EdD</td>
<td>412.396.6103</td>
</tr>
<tr>
<td>Director, Office of Student Teaching and Field Placement</td>
<td>Maisha Johnson, M.Ed.</td>
<td>412.396.6095</td>
</tr>
<tr>
<td>Coordinator, Student Teaching and Field</td>
<td>April Wiles St. Clair</td>
<td>412.396.6117</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PreK-4 – UG and Graduate</td>
<td>Julia Williams, EdD</td>
<td>412.396.6098</td>
</tr>
<tr>
<td>Grades 4-8 (Middle Level) – UG and Graduate</td>
<td>Alexandra Santau, Ph.D.</td>
<td>412.396.4516</td>
</tr>
<tr>
<td>Secondary – UG and Graduate</td>
<td>Melissa Boston, Ph.D.</td>
<td>412.396.6109</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student and Academic Services (214 Canevin Hall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>Michael Dolinger</td>
<td>412.396.6647</td>
</tr>
<tr>
<td>Clearances</td>
<td>Cindy Cafaro</td>
<td>412.396.6093</td>
</tr>
<tr>
<td>UG Academic Advisor (A-L)</td>
<td>Karen Davis</td>
<td>412.396.4018</td>
</tr>
<tr>
<td>UG Academic Advisor (M-Z)</td>
<td>Denise Gallucci</td>
<td>412.396.5713</td>
</tr>
</tbody>
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FIELD EXPERIENCES

A significant feature of the Leading Teacher Program (LTP) is early participation in field experiences. Teacher candidates participate in field based experiences starting semester two extending through the student teaching experience. Field experiences are articulated with and integrated into coursework throughout the LTP. Field experiences are a critical component in preparing professional educators for leadership and distinction in teaching, scholarship and service in the world’s communities. Field experiences occur in off-campus settings in a wide range of schools, districts, and agencies. It is in these field experiences that the teacher candidate participates in the integration of theory and practice. Teacher candidates are expected to participate in a variety of settings, with students of different ages, and with culturally and linguistically diverse and exceptional populations.

Field experiences have been recognized as a critical component of the professional preparation of teachers. In pursuing accreditation from the Council for the Accreditation of Educator Preparation (CAEP), Standard Two, Clinical Partnerships and Practice, states:

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

It is therefore expected that a collaborative relationship supports teacher candidates most effectively in transitioning to a beginning teacher.

Field experiences have long been a cornerstone of teacher education at Duquesne University. In all programs leading to initial certification, including those prior to the LTP, field experiences in K-12 schools have been a central feature of learning to teach. In 2009, the Pennsylvania Department of Education (PDE) recognized the importance of field experiences mandating that every teacher education program in the Commonwealth include field experiences in their respective programs.

GUIDING PRINCIPLES

Meaningful field experiences and student teaching are governed by essential guiding principles. Each experience should:

1. plan for the teacher candidate, but at the same time consider the welfare of the student who is to be taught and meet the procedures and requirements of the university and the school system;
2. recognize that the teacher candidate is still a learner;
3. consider the readiness of the teacher candidate for new or different experiences;
4. provide for individual differences in teacher candidates, capitalizing on unique abilities;
5. develop and model a code of professional ethics that will be understood and followed;
6. encourage initiative and originality;
7. encourage open mindedness in the teacher candidate and a willingness to accept constructive feedback;
8. facilitate a caring and supportive relationship aimed toward producing a successful beginning teacher who will represent the School of Education and Duquesne University in an appropriate manner.
DEFINITIONS RELATED TO FIELD EXPERIENCES

Field Experience: Field experiences are a range of formal, required school and community learning endeavors participated in by students who are enrolled in teacher preparation programs.

Field Placement: The educational setting in which a field experience occurs. A diversity of environments are selected including early learning centers, agencies, school and classroom placements (e.g., urban, suburban, rural, high- and low-performing schools) so that candidates have a broad experience and are immersed in different settings with diverse PK-12 learners and PK-12 educational philosophies.

Stages of Field Experience: PDE has established four stages of field experience, including student teaching. According to PDE, each stage is progressively more intensive and requires the candidate to gradually assume more responsibility.

Stage 1: Observation. Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). 15 hours

Stage 2: Exploration. This stage may be called the “assistant” phase of field experience, where the candidate works under a certified teacher’s direction with individual or small groups of students. 15 hours

Stage 3: Pre-Student Teaching: In pre-student teaching, candidates work with groups of students in school settings to plan and implement instruction under the supervision of a certified teacher. Minimum 30 hours per semester, but may be up to one full day per week. This will depend on the course and certification program.

Stage 4: Student Teaching. Student teaching represents the bridge between professional preparation and professional practice. By definition, student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a group of learners over a period of consecutive weeks

Definitions of People Related to Field Experiences

Teacher Candidate: Any undergraduate or graduate student currently enrolled in the Leading Teacher Program (LTP), prior to student teaching. The teacher candidate must continuously meet certain general and academic requirements to stay enrolled in the LTP and participate in field experiences.

Host Teacher: A full time classroom teacher in a public school, private school, or agency. With the exception of Stage 1 field experiences, preferences for host teachers include:
  • certification in the content area being sought by the teacher candidate;
  • a teaching assignment appropriate to the certification area of the teacher candidate, and
  • completion of a program on observation and evaluation skills developed by the university.

University Faculty Member: The university instructor for the course relevant to the field experience. The university faculty member is responsible for the assignments and oversight/supervision of candidates during the field experience. This individual serves as a liaison between the University, the host teacher, and the teacher candidate.
REQUIREMENTS PRIOR TO PARTICIPATING IN ALL FIELD EXPERIENCES

1. **Clearances.** All candidates must have copies of current clearances on file in the Office of Student and Academic Services before beginning any field experience. **Clearances must remain current for the duration of the field experience.**

2. **Completion of previous field experiences.** Previous field experiences must be completed before a subsequent field experience can begin.

3. **Registration for field experience.** All candidates must be registered for the field experience that is an integral part of their education courses. No student is permitted to begin a field experience unless officially registered for that field experience. **A field placement will not be assigned until a candidate is officially registered for the course.**

PROCESS FOR SECURING A FIELD PLACEMENT

Field placements can be secured in **ONLY** one of two ways.

1. **On-line.** Teacher candidates will request a placement through the on-line process AFTER all four clearances are current and on file.
   - If clearances are not current, the on-line system will not allow the teacher candidate to request a placement.
   - All field placement requests must be made by the deadline for the given semester. If the request is not made before the deadline, a field placement will not be made for that semester. In that case, the teacher candidate will have to carry over the field placement to the next semester and complete the first field experience before a subsequent field experience can begin.

2. **Through course faculty.** Course faculty will arrange a placement based on the needs of the course.
   - If clearances are not current, the candidate will not receive a placement from the course faculty member.

IMPORTANT:

- Candidates, Undergraduate (UG) and Graduate (GR), ARE NOT permitted to make contact with a school or arrange their own field placement, under any circumstance.
- All candidates must have current and valid clearances on file in SAS or they will NOT receive a field placement.

Conflicts of Interest in Site Selection for Field Experiences

LTP POLICY: Conflicts of Interest in Site Selection for Field Experiences

- Students must have copies of current and valid clearances on file in SAS or they will NOT be permitted to participate in field experiences.
- UG and GR candidates ARE NOT permitted to arrange their own field placement. Field placements are arranged by faculty or the Office of Student Teaching and Field Placement.
- UG candidates will attend the field placement as arranged for them by the Office of Student Teaching and Field Placement or faculty member.
Candidates may only request to repeat the location of a field placement one time with the exception of student teaching.

GR candidates
- To avoid conflicts of interest, a GR candidate can only request a placement in a school where he/she is employed, attended as a student, where a relative is an employee of the school, where a relative is a member of the school board, or where a child or sibling is a student in the school, for a Stage 1 or Stage 2 field placement only. This request can ONLY be made one time throughout a candidate’s program.
- The placement must first be approved by the instructor of the course. Then, the Office of Student Teaching and Field Experiences will follow protocol and secure approval from the school for the field placement.
- To avoid conflicts of interest, a GR candidate will not be assigned to a school for a Stage 3 field experience where he/she is currently or was employed in any capacity. Except as noted below.

ONLY teacher candidates in the Graduate initial certification programs who hold a full-time teaching position through emergency certification or employment in a school (e.g. private, parochial, charter, public, etc.) can be allowed to complete Stage 3 field experiences in their teaching position if the following conditions are satisfied:
1. the school approves the use of a class for the field experience placement, and
2. the school provides a faculty member who will serve as the host teacher during the field placement.

Process:
1. GR student will make the request for this placement through the Office of Student Teaching and Field Placement (OSTFP).
2. The OSTFP will contact the school for permission for the GR student to complete a Stage 3 field experience at the site where they are employed.
3. The OSTFP will ask the school for the documentation of conditions including approval for the placement and willingness to provide a host teacher.
4. When each of these conditions is documented through the OSTFP, then the candidate will be notified and can begin their field experience and any assignments associated with the field experience.
General Guidelines for Teacher Candidates for All Field Experiences

1. Become familiar with policies, regulations, and procedures required at the assigned school as soon as possible. The host teacher should provide a district or school policy manual for study, or show students where they can find one on-line.

2. Maintain standards of dress and appearance that conform to the established policies of local school authorities. Implied in this statement are the qualities of good posture, dignity, and professional appearance. This includes length and style of hair, beards and moustaches, visible tattoos and piercings, style of dress, and other matters of appearance and personal hygiene. The teacher candidate should ask the host teacher for guidance. The university faculty member may require a more formal dress code than suggested by the host teacher.

3. Be present in the classrooms at the designated time for each visit. You are expected to stay for the agreed upon length of time for each visit.

4. You MUST NOT assume the role of a substitute teacher. In the event of an absence of the host teacher, you may implement any agreed upon lessons, but a certified substitute teacher MUST be present.

   Teacher candidates CANNOT be left alone with PK-12 students for any reason for any length of time.

5. Remain alert to any hazards which may affect students during instructional activities. Safety instruction should be a vital part of planning any student activity. Physical education, industrial arts, laboratory activities, and playgrounds require special attention. Any school activity must be properly supervised and students appropriately cautioned about hazards.

6. Meet with school personnel to learn the policies for securing materials. You are responsible for learning correct procedures for checking out materials and returning them to their proper place.

7. Refrain from giving individual gifts to the students.

   Expectations and Requirements

   Attendance

1. Teacher candidates are expected to be in their classrooms every visit at the designated times stipulated by the host teacher, the school or the district, and the university.

2. Teacher candidates must fulfill all required hours for their field experience. If illness or an emergency makes it necessary to be absent from the field experience, the host teacher and university faculty member must be contacted prior to the absence. If the host teacher cannot be reached, the teacher candidate must call the school office and leave a message with the secretary or the principal.
Unexcused Absences are not permitted during field experiences and may result in a failing grade.

Field Experience Attendance Record. The Field Experience Attendance Record was designed to ensure that the teacher candidate monitor and complete all hours required by a particular field experience. The record should be completed by the teacher candidate each week and signed by the host teacher as validation of attendance. Before the last week of the experience, the teacher candidate should give the host teacher the Field Experience Attendance Record. This gives the host teacher a week to verify, sign, and write any comments in the “Comments” section on the performance of the teacher candidate. The teacher candidate should turn in the completed and signed attendance record to the university faculty member. The link to the Field Experience Attendance Record can be found at: http://www.duq.edu/academics/schools/education/student-teaching-and-field-placement

FALSIFICATION OF ANY INFORMATION ON THE FIELD EXPERIENCE ATTENDANCE RECORD WILL RESULT IN AUTOMATIC FAILURE OF THE FIELD EXPERIENCE. ADDITIONAL CONSEQUENCES MAY ALSO BE WARRANTED BASED ON THE DUQUESNE UNIVERSITY AND SCHOOL OF EDUCATION ACADEMIC INTEGRITY POLICY.

Withdrawing from a Field Experience. If it becomes necessary to withdraw from a field placement, the teacher candidate must provide a written explanation to the university faculty member and the Director of Student Teaching and Field Placement. The student is expected to follow standard University procedures and adhere to the published deadline dates in withdrawing from all courses including the field experience and/or the University.

Course Assignments by Stage

Required assignments vary by the stage of field experience and individual courses. Host teachers should be informed about the specifics of the assignments by the teacher candidate and the university faculty member.

The goal of field experiences is for teacher candidates to interact with PK-12 students as much as possible. While candidates need to complete their course assignments, host teachers should absolutely encourage candidates to assume responsibility as he or she shows evidence of readiness to do so.

Stage 1 and Stage 2 field experiences generally involve observation. Some course assignments may have the teacher candidate interacting with individual students or small groups.

Stage 3 field experiences occur as part of the Professional Educator Certification Track (PECT). Courses in the PECT are focused on teaching methods and strategies for use in particular grade levels and content areas. The expectation for these field experiences includes more significant interactions with the students in P-12 classrooms. This interaction may include tutoring, small group work, and design and implementation of lessons.
Lesson Plans

Stage 3 field experiences typically require the design and teaching of a lesson. The lesson plan is part of the grade for the course and will have specific expectations for that content area. The expectations for the lesson design and implementation will be shared with the host teacher by the university faculty member and the teacher candidate.

Identification of Standards. School districts have different requirements for the preparation and submission of lesson plans. The Pennsylvania Department of Education requires that every teacher candidate learn to align lesson plans with the Pennsylvania Academic Content Standards. The Pennsylvania Academic Content Standards can be found at: http://www.pde.state.pa.us or www.pdesas.org. Similarly, professional organizations have developed standards for their respective content areas. By the time of Stage 3 field experiences, teacher candidates can be expected to integrate state and professional standards into lesson plans.

Submission of Lesson Plan. Lesson plans must be submitted to the host teacher before the teacher candidate teaches the lesson. The host teacher and the teacher candidate should discuss how far in advance of implementing the lesson the host teacher needs to review the lesson plan. This will give the host teacher an opportunity to review the plan and to make suggestions or revisions, if necessary. Teacher candidates are required to word process lesson plans.
EVALUATION and ASSESSMENT

Conferences
The conference is an important part of learning to teach. Conferences provide opportunities for you as the teacher candidate, the host teacher, and the university faculty member to work together and collaborate as professionals. The primary purpose of most conferences is to provide guidance for the teacher candidate in developing and improving teaching competencies. At an initial conference, the host teacher and teacher candidate should develop a plan based on course assignments and expectations.

- **Try to speak with the host teacher each time you are in the classroom.** This conference can be in addition to the short, informal discussions that occur during a typical school visit. Conferences can be used for you to ask questions, to discuss teaching techniques, and to reflect on interactions with PK-12 students.
- **Topics common to conferences can include** plans for effective observation and data gathering, classroom management, plans for completing course assignments and subsequent classroom visits.

During a Stage 3 Field Experience, conferences after implementing a lesson provide an opportunity to discuss matters that can help the teacher candidate to acquire strategies for growth in teaching skills. The most appropriate time for a conference is immediately following the teaching of a lesson that was observed by the host teacher. More immediate feedback is beneficial in helping the teacher candidate to recognize effective practices and strategies and to plan for change in ineffective skills or techniques, and may minimize problems in the future. The information collected during an observation serve as a basis for discussion at the conference. Each conference should be directed toward helping the teacher candidate become a self-analyzing, reflective professional.

- **Inform your university faculty member when you will be teaching.** When possible, the university faculty member may be able to observe the lesson and then confer with the teacher candidate and host teacher following the observation of the lesson.

Feedback Forms
The field experience for each course will have different criteria for evaluating the ongoing development of the teacher candidate. Assessment may include professional dispositions, teaching skills, and/or content knowledge. Feedback from the host teacher provides different information than assessment of the candidate in each of these areas in a university course.

- **Be sure that you have provided your host teacher with any feedback forms from your university faculty.** The university faculty member will also communicate with the host teacher regarding any necessary feedback.
- **Provide your host teacher with the email address of your university faculty member so a feedback form can be sent back electronically or return the feedback form from the host teacher in a sealed envelope to your faculty member.**
Grades
There are two grades related to all field experiences.
1. Field related assignments receive grades from the university faculty member and become part of the course grade.
2. The field experience receives either a Pass/No Pass Grade based on completion of all required hours and successful participation in the field experience. The grade for the field experience is assigned by the faculty member responsible for the course, inclusive of consideration of the feedback from the host teacher. Therefore, returning feedback to the university faculty is critical in assessing the growth of the knowledge and skills of the candidate as well as their professional dispositions.

Evaluation Policies
The teacher candidate should be fully aware of the assessment of his/her performance at all times. The host teacher should be as open and candid as possible in any of their evaluations of the teacher candidate based on the expectations and assignments for that field experience. *All evaluation forms should be submitted to the faculty member through the teacher candidate or electronically within 48 hours after the candidate’s last visit.*

All teacher candidates must adhere to the *Pennsylvania Department of Education Code of Professional Practice and Conduct* (Appendix B). Any teacher candidate whose behavior is considered unprofessional by the host teacher, university faculty member, or principal, may be removed immediately from the placement. Meetings with the teacher candidate and the university faculty member as well as other appropriate people will be conducted and decisions will be made with regard to the academic future of the candidate.

If the candidate’s performance in terms of content or pedagogy is considered less than satisfactory, this must be communicated clearly and as early in the experience as possible. *Written documentation from the host teacher is helpful.*

When a problem is identified, the host teacher should contact the faculty member for the course, documenting any issues. The faculty member will maintain written records of any correspondence or discussions. The faculty member may determine that the program director and/or the Director of Student Teaching and Field Placement need to be made aware of the situation. If so, the faculty member will then provide a memo to the respective program director, and/or the Director of Student Teaching and Field Placement, and/or the Director of the Leading Teacher Program, and/or to the Associate Dean for Teacher Education to bring to their attention the possibility of a potential problem. A proactive approach to dealing with the concerns will be initiated. A full outline of steps that should be taken when an issue has been identified can be found in Appendix C.
SUPPORT DURING FIELD EXPERIENCES

Role of the Office of Student Teaching and Field Placement
The Office of Student Teaching and Field Placement, under the direction of the Director of Student Teaching and Field Placement and the Associate Dean for Teacher Education, has responsibility for serving as the liaison between the various teacher education programs in the School of Education and the school districts for scheduling and implementing arrangements for undergraduate and graduate field placements. The Office of Student Teaching and Field Placement:

- implements all approved standards and policies governing field experiences;
- arranges for placements of teacher candidates for field placements;
- creates and revises forms and materials necessary for administration of the program.

Role of the Host Teacher
The host teacher is a highly competent teacher who demonstrates expertise in the classroom, is skilled in interpersonal relationships, and shows interest in guiding teacher candidates in the profession. By assuming the responsibility for guiding a teacher candidate, the host teacher affirms a commitment to the profession by aiding the development of a novice teacher.

The host teacher models for the teacher candidate how to put into practice the principles of teaching which have been learned in the Leading Teacher Program. The host teacher inducts the teacher candidate into the practical work of teaching in such a manner as to maximize the effectiveness of a teacher candidate.

Guidelines for Host Teacher
The host teacher is asked to:

- prepare the P-12 learners for an additional person in the classroom;
- orient the teacher candidate to the physical facilities and to material resources such as those found in the library or the media area;
- increase the teacher candidate’s responsibility as he or she shows evidence of ability to assume it;
- assist the teacher candidate in performing routine duties and record keeping;
- establish a routine for conferencing with the teacher candidate;
- provide feedback on the teacher candidate’s classroom performance;
- help the teacher candidate analyze each lesson taught, determining strengths and weaknesses;
- work with the university faculty member to provide consistent information to the teacher candidate;
- complete evaluation forms as requested;
- encourage a positive attitude about supervision and the teaching profession.

Suggested Induction Plan during Field Placements
Host teachers are asked to:

1. Introduce themselves to the teacher candidate.
2. Provide an overview of students and the classroom.
3. Establish a routine for conferencing with the teacher candidate.
4. Help the teacher candidate to become familiar with the school facilities.
5. Discuss general policies for classroom management.
6. Discuss responsibilities for materials and equipment.
7. Provide the teacher candidate with a place to sit where they can take notes, observe the classroom, etc.
8. Exchange an email address or a phone number (suggested) in case of emergency
9. Complete the on-line information form

Candidates will have **assignments and specific experiences** that need to be completed during the field experience. These assignments should be shared with the host teacher during the first visit so they can be planned for and that the teacher candidate can be involved in the classroom in as many ways as possible.

**Role of the University Faculty Member**
The university faculty member serves as the liaison between the teacher candidate, the host teacher, and the university. The primary responsibility of the university faculty member is to support the teacher candidate in their growth of professional competencies, knowledge, and skills and assess growth in each of these areas.

**Guidelines for the University Faculty Member**
The university faculty member will contact the host teacher early in the semester to provide information about the expectations, assignments and evaluations for the particular field experience. Ultimately, the university faculty member is responsible for the evaluation of the teacher candidate.

Specific responsibilities of the university faculty member include:

For Stage 1 and 2 Field Experiences:
- communicating via email with host teachers in reference to expectations, assignments, and evaluations
- being available as a resource person for the assigned host teachers and teacher candidates;
- helping teacher candidates to analyze their experiences back in the university classroom;
- facilitating reflection on the experiences in the field placement;
- utilizing feedback from host teachers in evaluating the teacher candidates in terms of knowledge, skills, and/or dispositions;
- collecting all evaluations and any documentation from the host teacher and entering the data into the JED system.

For Stage 3 Field Experiences, in addition to the above:
- furnishing the teacher candidates with pertinent information about the assigned school (if the university faculty makes the placement);
- becoming acquainted with the administration, host teachers, policies and curriculum of the assigned schools;
- communicating with the host teachers to avoid giving contradictory information to the teacher candidate;
- gathering feedback from the host teacher to evaluate the teacher candidate in terms of growth in skills and techniques in teaching;
➢ providing positive support and constructive criticism through positive comments, and suggestions for improvement;
➢ reporting any major problems concerning a teacher candidate to the Program Director to determine next steps;
➢ collecting all evaluations and any documentation from the host teacher and entering the data into the JED system.

**Role of the School Principal**
The building principal, as academic leader of the school, plays a role in field experiences held in the building. The principal is responsible for identifying experienced, competent teachers willing to host teacher candidates as they learn to teach. The principal should prepare the faculty for the arrival of teacher candidates and should assist the teacher candidates in adjusting to the total school program.
SUGGESTIONS FOR TEACHER CANDIDATES

Successful field experiences depend largely on one’s ability to adapt to a new situation and to develop good working relationships with the host teacher, university faculty, and other professionals in the building. A positive attitude toward students, faculty, and staff is critical to success in all field experiences. A cooperative spirit, courtesy, professional demeanor and work ethic are necessary for productive relationships. Your experiences in schools will be measured by your actions outside of the classroom as well as in the classroom. For this reason, suggestions are provided to help you during your field experience.

BEFORE YOU GO

- Secure directions in advance to the school or agency in which you are placed.
- Allow for travel time to arrive at your school/agency on time. You are expected to be punctual, including on the first day of your field experience.
- Parking spaces at many schools/agencies are limited. Ask about appropriate or designated parking areas.
- Dress professionally. Facial jewelry, unnatural hair color, and visible tattoos are not allowed. Remember, you are a professional and you are required to look like a professional teacher. You will be treated as a professional because you present yourself as one!
- Bring your clearances on your first visit. Schools may ask to see them before you are allowed into the classroom. You should be prepared in case they do ask for them.
- Follow the assigned schedule as determined.
- Call the school if your scheduled visit must be changed or if the timing has changed (running late, etc.). Be sure to explain the situation and apologize. Ask to reschedule the visit. Alert the course professor.

WHILE YOU ARE THERE

- Teacher candidates are not to use cellphones while in a PK-12 classroom; consider leaving your cell phone in your car.
- Teacher candidates are not to use electronic or social media to contact P-12 students.
- Arrive at least 15 minutes early for the field visit. Introduce yourself to the secretary and the principal if he/she is available.
- Be prepared to present clearances, if requested by school. Realize you may be turned away if you do not have them available.
- After asking about protocol, sign-in as requested by the school.
- Use a professional tone, word choice, and timing when communicating with your host teacher. Use good eye contact.
- During the first visit, share your field attendance record and your assignments with the host teacher when they are able to meet with you.
- Ask your host teacher to complete the on-line information form as soon as they are able so that they can communicate with the faculty member of the course. The form can be found at http://www.duq.edu/academics/schools/education/student-teaching-and-field-placement/host-teacher-information
- Learn the policies, regulations, and schedule of the school as soon as possible. Each of these should be followed carefully.
- Learn the proper procedure for duplicating and/or reproducing materials. Learn the correct procedures for checking out materials from the library or media center.
- Become familiar with the physical facilities of the school.
- Learn the names of the faculty and staff as soon as possible.
- Keep a list of questions as situations occur so that you can discuss them with the host teacher and with your university faculty member back in class.
- Maintain a positive attitude and productive professional behavior. Remember, the staff and the school administration is always watching you!

**AT THE END OF YOUR EXPERIENCE**
- Politely remind your host teacher to complete any evaluation forms from your university faculty member. Return any feedback forms to your course instructor in a sealed envelope IF the teacher has not submitted the form electronically.
- Have the teacher sign your field experience log with accurate attendance recorded; return the record as directed to your course instructor.
- Thank the teacher - and the office staff!
- Follow up with a professional note of thanks to your host teacher.
## CHECKLIST FOR FIELD EXPERIENCE

Use this checklist for each field experience

<table>
<thead>
<tr>
<th>Check once completed</th>
<th>Process</th>
</tr>
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### BEFORE THE FIRST VISIT

- **Copies of current clearances HAVE BEEN submitted to Student and Academic Services.**
- I have a copy of my current clearances in my bag so that if a school asks me, I can present my clearances to the school office.
- Once I receive information about my placement, I sent an email to the assigned host teacher confirming a date and time for my initial visit. *(See sample on page 19 in field experience handbook.)*
- If three business days have passed without a response to my initial email, I will send a second follow-up email to the host teacher; being careful not to offend the busy teacher, just to check to see that the initial email was successfully sent and received.
- When three additional business days passed since I sent my second email and I have not received a response, I called the school and talked with the secretary about the best way to go about connecting with the assigned host teacher. *(I ONLY called AFTER it had been three business days without a response); the secretary will be able to direct me and I expressed thanks for his/her help.*
- I have secured directions or information about the bus route to the site where I have been placed.

### THE FIRST VISIT

- I shared any assignments from my course with the host teacher; gave the host teacher a copy of the Field Experience Attendance Record; reminded the host teacher to go online to complete the information form.
- I confirmed a schedule with the host teacher; remembering that the teacher cannot change his/her schedule; but that I as a teacher candidate may have to adapt their schedules.

### AT THE END OF THE FIELD EXPERIENCE

- I completed each visit as determined.
- The host teacher signed the Field Experience Attendance Record, verifying the completion of my hours. I have returned the form to my course instructor.
- I respectfully requested that the host teacher complete any feedback forms from the university instructor. I returned the feedback form in a sealed envelope IF the teacher has not sent the form back electronically.
- I sent a Thank You note to the host teacher.

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1 Adapted from Mansfield University
SAMPLE EMAILS TO HOST TEACHER2:

First/Introductory email to the host teacher:

Dear Dr./Mr./Mrs./Ms. HOST TEACHER’S NAME,

My name is INSERT YOUR NAME HERE, and I am enrolled in the Leading Teacher Program at Duquesne University. I am a FRESHMAN/SOPHOMORE/JUNIOR/SENIOR/GRADUATE STUDENT majoring in INSERT YOUR CERTIFICATION MAJOR HERE. I am not sure if you received my initial email that was sent on INSERT DATE YOU SENT THE FIRST EMAIL HERE.

UG STUDENTS: I would like to set up my first observation with you at a time that is convenient for you and your class. I know you are busy so please let me know what works best for you. The day of the week and time of day that I am registered for field experience is: INSERT THE DAY AND TIME YOU ARE REGISTERED FOR FIELD HERE

GR STUDENTS: Although I am also taking other courses, I am eager to speak with you in an effort to try to align times that might work well for both of us. I know you are extremely busy, so please just let me know what works best for you. I am really excited about having the opportunity to learn with you and your students.

Thank you so much for your willingness to host me for this field experience. I look forward to hearing from you and learning from you this semester.

Sincerely,

YOUR NAME HERE

(Add your cellphone number so that the teacher can contact you quickly)

Second email to the host teacher (sent ONLY if you have not heard a response from the host teacher after three business days):

Dear Dr./Mr./Mrs./Ms. HOST TEACHER’S NAME,

My name is INSERT YOUR NAME HERE, and I am enrolled in the Leading Teacher Program at Duquesne University. I am a FRESHMAN/SOPHOMORE/JUNIOR/SENIOR/GRADUATE STUDENT majoring in INSERT YOUR CERTIFICATION MAJOR HERE. I am not sure if you received my initial email that was sent on INSERT THE DATE YOU SENT THE ORIGINAL EMAIL.

ALL STUDENTS: I contacted you because I would like to set up my first observation with you at a time that is convenient for you and your class. I know you are busy so please let me know what works best for you.

I can resend my initial email if you did not receive it. Thank you so much for your willingness to host me for this field experience. I look forward to learning from you this semester.

Thank you again and I look forward to hearing from you.

Sincerely,

YOUR NAME HERE

CELL PHONE NUMBER HERE (so that the host teacher can contact you quickly if they choose to use your cell phone)

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2 This message is a suggested way of introducing yourself to your host teacher while making arrangements for your first visit. It can certainly be modified but should include the same relevant information.
FREQUENTLY ASKED QUESTIONS

Which clearances must be current AND copies on file before you can begin any field experience?
Each of the following: Act 33; Act 34; Act 114; TB Test

Where can you find information about the required clearances?
http://www.duq.edu/academics/schools/education/student-academic-services/clearances

When can you arrange your own placement?
Never!!

What should you do first when you receive your field placement information?
Email the contact person or host teacher at the school to arrange your first visit (see page 19) AND find out more about the school and district.

When can you refuse a placement?
Never

Who is the first person you contact if there is an issue with your placement?
The Director of Student Teaching and Field Experiences. She will determine if there is someone else you need to speak with.
Mrs. Maisha Johnson johnso75@duq.edu 412.396.6095

Who should you take advice from regarding field placements?
Your current instructor; Mrs. Johnson; Program Directors

How should you resolve issues with your partner that impact the field?
Talk to your partner, THEN contact your instructor, THEN contact Mrs. Johnson

What should you do when you enter the school building?
Go to the office and find out the school procedures for sign-in and sign-out

When is it okay to talk, text, or check your social media using your cell phone during a field experience?
Again, never.

ALWAYS REMEMBER, YOUR FIELD EXPERIENCES SERVE AS A LONG-TERM INTERVIEW. TEACHERS and SCHOOL ADMINISTRATORS (and PARENTS) WILL WATCH WHAT YOU KNOW, WHAT YOU CAN DO, AND HOW YOU ACT. REPRESENT YOURSELF – AND DUQUESNE – PROUDLY IN A MANNER BEFITTING THE TEACHER YOU DESIRE TO BE.
APPENDIX A: THEMES AND DOMAINS of the LEADING TEACHER PROGRAM

Themes and Domains of the Leading Teacher Program

Themes

The learning experiences reflect the themes of leadership, diversity, and technology and are infused throughout the Leading Teacher Program.

Leadership:  A leading teacher is a life long learner inspiring a community of learners to pursue continuous improvement and growth.

Diversity:  A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

Technology:  A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Domains and Competencies

Domain I: Learning Theorist

Becoming a Learning Theorist - this domain emphasizes an understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.

Learning Theorist Competencies

LT-1  A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development.

LT-2  A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.

LT-3  A leading teacher understands the concepts of effective verbal, nonverbal and multi-media communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.

Domain II: Curriculum Designer

Becoming a Curriculum Designer - this domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

Curriculum Designer Competencies

CD-1  A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).

CD-2  A leading teacher plans instruction based upon knowledge of curriculum theory, teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.

CD-3  A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self-motivation, and 3) positive social interaction.
CD-4 A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated.

**Domain III: Expert in School Context**

Becoming an Expert in School Context - this domain explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.

**School Context Competencies**

SC-1 A leading teacher understands and demonstrates the knowledge of subject matter, students’ needs, the community, and curriculum goals.

SC-2 A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies in the larger community to support learning and well being for the total school community.

**Domain IV: Master Practitioner**

Becoming a Master Practitioner - this domain develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.

**Master Practitioner Competencies**

MP-1 A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills

MP-2 A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development

MP-3 A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.

MP-4 A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.

MP-5 A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.

**Domain V: Instructional Leader**

Becoming an Instructional Leader - this domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

**Instructional Leader Competencies**

IL-1 A leading teacher understands the concepts of leadership styles, a code of ethics linked to the democratic process and their relationship to followership and is able to demonstrate the ability to engage in shared leadership with team, group, or circle members.

IL-2 A leading teacher understands the processes of planning, problem analysis, and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.

IL-3 A leading teacher understands the concepts and processes of change agentry and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community.
APPENDIX B: PDE CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Authority

The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

Source

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.


The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s
valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student’s health and safety.

§ 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§ 235.6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101—27-2702) and other laws relating to the schools or the education of children.


(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Cross References
§ 235.8. Civil rights.
The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student’s or colleague’s exercise of political and civil rights and responsibilities.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.9. Improper personal or financial gain.
The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.10. Relationships with students.
The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.11. Professional relationships.
The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).
APPENDIX C: EVALUATION POLICIES AND PROCEDURES

Evaluation Policies

The teacher candidate should be fully aware of the assessment of his/her performance at all times. The host teacher should be as open and candid as possible in any of their evaluations of the teacher candidate based on the expectations and assignments for that field experience. *All evaluation forms should be submitted to the faculty member through the teacher candidate or electronically within 48 hours after the candidate’s last visit.*

All teacher candidates must adhere to the *Pennsylvania Department of Education Code of Conduct* (Appendix B). Any teacher candidate whose behavior is considered unprofessional by the host teacher, university faculty member, or principal, may be removed immediately from the placement. Meetings with the teacher candidate and the university faculty member as well as other appropriate people will be conducted and decisions will be made with regard to the academic future of the student.

If the candidate’s performance in terms of content or pedagogy is considered less than satisfactory, this must be communicated clearly and as early in the experience as possible. *Written documentation from the host teacher is helpful.*

When a problem is identified, the host teacher should contact the faculty member for the course, documenting any issues. The faculty member will maintain written records of any correspondence or discussions. The faculty member may determine that the program director and/or the Director of Student Teaching and Field Experiences need to be made aware of the situation. If so, the faculty member will then provide a memo to the respective program director, and/or the Director of Student Teaching and Field Experience, and/or the Director of the Leading Teacher Program, and/or to the Associate Dean for Teacher Education to bring to their attention the possibility of a potential problem. A proactive approach to dealing with the concerns will be initiated. A full outline of steps that should be taken when an issue has been identified can be found in Appendix C.

**Step One:** If, no later than midpoint of the placement, the performance of a teacher candidate is evaluated by the host teacher and/or the university faculty member as unsatisfactory, and if the prognosis for future satisfactory performance is questionable, the faculty member must inform the Program Director. A conference may be scheduled to include, but not limited to the teacher candidate, the host teacher, and the faculty member. The Program Director, the school principal, Director of the Leading Teacher Program, and/or the Director of Student Teaching, may also be included.

**Step Two:** The faculty member and/or host teacher will create a support plan with action steps, dates of completion, and expected outcomes. If the problem is content related, a content expert may be involved in the creation of the plan; if the problem involves pedagogy, dispositions, or other related issues, the faculty advisor may be involved in the discussions and/or the plans. All plans must be reviewed by the respective Program Director.
There are two possible outcomes in Step Two:

- **Outcome 1:** If the teacher candidate follows the plan and performance improves, the progress will be reported, in written form, to the university faculty member, the host teacher, the program director, and if warranted, the Director of Student Teaching, Director of the Leading Teacher Program, and Associate Dean for Teacher Education. The teacher candidate may continue with the assignment.

- **Outcome 2:** If the student teacher does not improve, additional steps may be issued and decisions will be made dependent on the nature of the problem.
  - **Decision A:** Based on documented evidence, an additional support plan may be created with actions steps, dates for completion, and expected outcomes. The plan will be constructed by the university faculty member, the host teacher, and the program director, and approved by the Director of Student Teaching and Field Experiences and the Director of the Leading Teacher Program. The outcome of the additional plan will be evaluated by the host teacher, university faculty member, respective Program Director, and the Director of the Leading Teacher Program and Associate Dean of Teacher Education. The decision will be communicated to the student teacher concerning the assignment.
  - **Decision B1:** If the teacher candidate is permitted to continue and complete the Field Experience at another time and/or location, the faculty member will assign either an IP (In Progress) grade and extend the field experience assignment into the next semester, OR
  - **Decision B2:** If the teacher candidate must repeat the full field experience, the faculty member will record the grade of NP for the field experience. Upon repeating the experience, the grade may change to a Pass (P) given that the teacher candidate meets all requirements of the repeated field experience.
  - **Decision C:** If, after reviewing the documentation, the teacher candidate is NOT permitted to repeat the field experience at another time or location, the university faculty member will record an NP grade for the entire field experience. Appropriate members of the above mentioned parties will meet with the teacher candidate to explain the reason for the termination. The NP grade will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further field placements by Duquesne University School of Education.
Statement of Confidentiality and Professionalism

As an education student in the Leading Teacher Program at Duquesne University, I understand that I will have access to privileged and confidential information while participating in field experiences. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet in the field, the school districts with which I participate, and the information and data with which I am entrusted. This statement of confidentiality encompasses all communication venues including online Medias such as email, Facebook, YouTube, Twitter, blogs, etc. I recognize the appropriate channels by which I can communicate concerns relating to my participation in the field. I understand that the university faculty member, the department chair, the Director of Student Teaching and Field Experiences, and the Director of the Leading Teacher Program are all appropriate professional resources and will welcome my questions and concerns. Because the consequences of breaching confidentiality are potentially very costly to the individuals involved and to the education program, I understand that my failure to abide by this statement may result in removal from the education program.

Student (Print): ______________________ Date: _________________

Student Signature: _________________________________________

Statement of Clearance Adherence

As an education student in the Leading Teacher Program at Duquesne University, I understand that obtaining clearances is a critical responsibility of mine, and I will adhere to the following clearance guidelines:
1. I am responsible to complete the clearance requirements annually as outlined by the University before applying for a field placement. Without updated clearances on file, I will not be given a field placement and cannot participate in a field experience.
2. I must have my clearances with me for all field experiences.
3. I will not be permitted to register for additional education courses until I meet all clearance requirements for education majors.
4. I permit my clearances to be shared with schools upon request.
5. I understand that I must communicate any change in my clearances to the Office of Student and Academic Services after I have submitted the required documentation.

Failure to abide by this statement may result in removal from the teacher education program.

Student (Print): ______________________ Date: _________________

Student Signature: _________________________________________

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3 Statements of Confidentiality, Clearance Adherence, and Understanding were adapted from Mansfield University.
Statement of Understanding

As an education major at Duquesne University, I understand that there are many responsibilities to which I must attend in order to successfully complete the program and become a certified teacher in the state of Pennsylvania. I have read the *Field Experience Handbook* carefully and understand the content. I have read the guidelines concerning clearance requirements, expectations, field experience procedures, and the tracking of those field experiences. I understand that I must be proactive as I work to comply with the necessary field requirements outlined in this handbook in order to continue through the program. Failure to do so may result in removal from the teacher education program.

My signature below signifies my understanding and willful compliance with the policies and procedures established in this handbook including the following:

- Statement of Confidentiality and Professionalism
- Statement of Clearance Adherence, on-going clearance compliance

Signature _______________________ Printed Name__________________________

Major___________________________ Date_______________________________