



CHRISTOPHER NEWPORT
UNIVERSITY

Field Experience Handbook

Master of Arts in Teaching/Licensure Program



Prepared by the Office of Teacher Preparation

REV-1/05

Table of Contents

Introduction to Field Experiences	3
Field Experience Protocol	4
Description of Field Experiences	6
• SOC 314	6
• PSYCH 312	6
• TCHG 516	6
• PSYCH 521	6
• MATH 570	7
• ENGLISH 532	7
• Paid or Voluntary Work	7
• TCHG 510L	7
Procedures for becoming a Tutor, Substitute, or Substitute Teacher's Assistant	9
• AVID Tutors	9
• Achievable Dream Tutors	9
• Substitute Teachers or Substitute Teacher's Assistants	10
• Volunteers	10
•	
• How To Use SubFinder	11
Appendices	
• PSYCH 312 and SOC 314 Field Experience Request Form	A and B
• Field Experience Log	C
• Achievable Dream Information	D
• AVID (NNPS) Information	E
• Application for Student Teaching	F
• Field Experience Evaluation Form	G

Introduction to Field Experiences

Becoming an effective teacher requires study, dedication, and hard work. In order to better help prepare you, the CNU MAT/Licensure program requires that you participate in pre-teaching experiences called “field experiences.”

There are four tiers of field experiences:

- I. Entry level observation and tutorial activities, tied to prerequisite classes (45 hours)
- II. Skills practice, tied to program courses (15+ hours)
- III. Independent work in partner schools (150 hours), and
- IV. Internship (student teaching) at the conclusion of the program (360 hours).

All told, when you have completed these field experiences, you will have over 200 hours of actual observation, assisting, and teaching time *prior* to student teaching, and over 570 hours total. What a great way to get comfortable before a classroom becomes all yours!

The Associate Director of Field Experiences will assist you with your placements and with applying for a paid or volunteer position in local area schools.

Field Experience and Internship Placements

School placements rely on the on-going, positive, and collaborative relationship that exists between the Office of Teacher Preparation and local schools. When CNU students are placed in the field, whether for course-related field experiences or for student teaching internships, they become part of—and are expected to be positive contributors to—this partnership.

The placement of students for field experiences is central to the Office of Teacher Preparation programs. The Associate Director of Field Experience is responsible for this important job and makes placements in close collaboration with local school division personnel. Each semester, close to 200 students are placed for field work at a time, involving 10-20 schools.

Occasionally, circumstances may arise that necessitate consideration of a change in placement for a student. For these situations, please consult the *Field Experience/Internship Protocol* pages of this handbook.

In most cases, the Associate Director of Field Experiences will first consider other possible, appropriate solutions to resolve any issues that may be interfering with the success of a placement. If the Associate Director of Field Experiences determines that a change in placement is warranted, then every effort will be made to secure a new placement for the student in a manner that is fair and minimally disruptive to all involved. However, since placement in the schools is ultimately controlled by the schools, the Office of Teacher Preparation cannot guarantee the availability of a new placement.

Field Experience/Internship Protocol

When students are placed in the field for course-related field work or for student teaching internships, it is the Office of Teacher Preparation's intention that the process go smoothly and that all placements be satisfactory for all parties concerned. However, the Office of Teacher Preparation recognizes that occasionally a problem occurs. The following is the protocol for resolving such situations, should the need arise:

For course-based field experiences :

Students being placed for field work should call the Associate Director of Field Experiences *if*:

- They cannot make contact with their placement school
- The school cannot accommodate the hours the student is available
- The student is placed in a situation in which s/he feels threatened

Under no circumstances should a student contact the school division administrative personnel to request or change placements on their own.

For student teaching internships:

All matters regarding student teaching placements, whether they are conflicts of a personal nature or of a professional or ethical one, should first be addressed by the concerned party to the university supervisor. Student teachers who do not 'get along with' or have professional concerns regarding their cooperating teachers, or cooperating teachers who have personal or professional concerns about their student teachers, should arrange a specific date and time to bring these issues to the university supervisor. It is then the university supervisor's job to listen closely to the concerns and to arrange a meeting or other intervention between the two parties. Upon occasion, the input of the building principal or other relevant school personnel may also be sought in order to achieve successful conflict resolution. However, in all cases, the university supervisor is

the person responsible for determining whether or not a situation can or cannot be resolved satisfactorily.

In the event that the situation cannot be resolved and either the input of the Office of Teacher Preparation is needed or a change of placement needs to be arranged, it is the university supervisor's responsibility to contact the Associate Director of Field Experience. *Student teachers and cooperating teachers should not contact the Associate Director directly regarding matters of this nature.*

At that time, the Associate Director of Field Experience will review the situation with the university supervisor, including any prior actions taken. The Associate Director of Field Experience may then request a meeting with the student teacher, the cooperating teacher, the building principal, or other involved persons in order to further resolve the issue. The final determination of whether or not a placement is changed, a student pulled from the program, or any other issue of that magnitude is the sole responsibility of the Associate Director of Field Experience.

Since the internship is the most critical aspect of the Teacher Preparation Program, and because situations that necessitate a change in placement or removal from the program create a great disruption to all involved (including the classroom students), time is of the essence. Students, cooperating teachers, and university supervisors are encouraged not to 'sit' on problems but rather to act upon them in an expedient manner.

Description Of Field Experiences

During junior year or prior to applying to MAT/ Licensure program (Tier I):

Students who plan to enter the MAT/Licensure program must take the following two prerequisite courses:

SOC 314:

Requires 30 hours in a classroom setting. This activity allows you the opportunity to observe and interact with teachers and students at various grade levels or in various subjects. Half of your field experience will be devoted to observing teaching styles and classroom management techniques. You will keep qualitative field notes of these observations, and relate what you observed to research on education that has been done by social scientists. The second half of your experience will be more hands-on, and you will negotiate with your teacher an appropriate level of assistance. Students will keep a field experience log of their hours.

PSYCH 312: Requires 15 hours in a classroom setting. This activity allows you to practice through tutoring or to observe educational practices that are learned through course content. A journal of these activities will be kept, including a discussion of the strategies observed. The journal will be turned in to the instructor. In addition, a field experience log will be kept.

During the professional year (Tier II):

TCHG 516: Requires 15-20 hours as a teacher's assistant. This course requires you to actually work as a teacher's assistant during a summer school session. You may be able to tutor small groups, teach mini-lessons, grade papers, assist with learning centers or bulletin boards, work with reading groups, create and/or supervise review activities, or assist the teacher during times of guided practice related to a lesson being taught. You will document your work through a journal and relate it to elements of curriculum and instruction, which will be evaluated by the instructor of the course.

PSYCH 521 (elementary only): Requires 18 hours of hands-on reading work with children, including training and instructional/reflection meetings. This activity allows you the chance to gain insight into how children develop as readers and writers in the primary grades. Each CNU student will have the opportunity to work with both beginning and higher-level readers who are experiencing difficulty in either phonetic skill acquisition or in comprehension. You will observe and analyze a classroom reading lesson presented by an experienced classroom teacher, conduct an informal reading inventory (IRI) with an individual elementary student, and teach a reading lesson in an elementary classroom.

During the professional year (Tier III):

MATH 570: Requires 12 hours working with students in math. This activity allows you hands-on experience with younger children as they learn math facts and concepts required by the Virginia SOLs. Supervision is done by the instructor of the course, and a log is used to assess the effectiveness of the tutoring.

ENGLISH 532 (MAT students only): Requires 15 hours of on-site research in local area classrooms. During this time, students will create hypotheses and test out theories about language. Supervision is done by the professor of the course, and research results are used to evaluate the experience.

Paid or Voluntary Work: Requires 150 hours, at least 50 of which must be completed with Newport News Public Schools. (This is in addition to any other field experiences you may have had that were attached to MAT or licensure coursework. Other courses with field experiences that are not a part of the MAT/licensure program MAY be counted toward these 150 hours.) This experience allows you to work as a paid employee or as volunteer for an extended period of time prior to the student teaching experience. This allows you to become familiar with the schools and how they operate. Opportunities for paid and volunteer employment can be obtained from the Associate Director of Field Experience in Ratcliffe 125. Paid opportunities include, but are not limited to--

- Being an AVID tutor
- Being a substitute teacher (including home-based instruction)
- Being a substitute paraprofessional/teacher's assistant
- Being an Achievable Dream tutor

All paid or voluntary field experiences toward the 150 hours must:

- Be done during the school day or as a co-curricular activity
- Involve direct instructional involvement
- Be logged with a supervisor's signature on the appropriate log form
- Be done in a public school setting

During the professional year: Student Teaching/Internship (Tier IV):

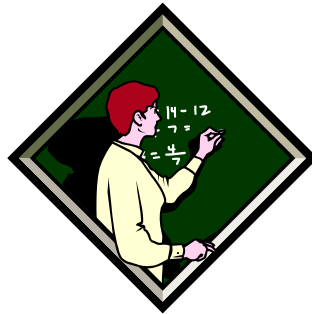
TCHG 510L: Requires twelve weeks/360 hours

The culmination of the MAT/Licensure program is the student teaching/internship field experience. This capstone course is designed to give you twelve weeks of full-day placement in a regular classroom in the Newport News public school system. During that time, you will be assigned to a cooperating teacher whose job it will be to mentor and evaluate you as you gradually progress toward taking over his/her class and all the full teaching duties and responsibilities that come with it. In addition, you will also be assigned a University Supervisor whose job it will be to visit your classroom periodically to assess your teaching skills.

While you are student teaching, you will be expected to act in a professional manner, in compliance with Newport News public school policy and the guidelines found in the MAT Student Handbook. These guidelines read:

- You are expected to dress professionally every day.
- When you must be absent for illness or emergency, you are to immediately notify the classroom teacher and (if applicable) the university professor or supervisor.
- You are expected to maintain confidentiality rights of students and teachers. No student or teacher names should be used away from the school site.
- You should observe the proprieties of courtesy and politeness.
- You are expected to accept suggestions and feedback on how to improve your teaching skills in a professional manner, and attempt to implement suggestions.
- Also, because this is a full-time job experience that will require your complete attention, you are advised not to work elsewhere during this time.

Applications for student teaching are due to the Associate Director of Field Experience by October 1st and may be picked up from the Office of Teacher Preparation or reproduced from this packet.



Procedures for Becoming a Paid Tutor, a Substitute, or a Substitute Teacher's Assistant, or Volunteer

Becoming an AVID Tutor: *This position currently pays \$8.25/hour. AVID tutors are also hired in Williamsburg at \$10.00/hour. Williamsburg applications can be obtained from the Associate Director of Field Experience in Ratcliffe 125, or you can contact Ella Donaldson at donaldsone@wjcc.k12.va.us.*

1. Secure an application from the Newport News School System online (go to NNPS website [www.nn.k12.va.us]; click on 'Employment' and then 'AVID Tutors'); or go to the CNU Office of Career and Counseling Services or Office of Teacher Preparation; or go to the NNPS AVID office in the NNPS Administration building.
2. Get a copy of your transcript from the Office of the Registrar or from CNU Live.
3. Submit your application, 2 letters of reference, transcript, and a cover letter to:
AVID Office
Newport News Public Schools
12454 Warwick Blvd.
Newport News, VA 23606
4. When application is in, you will be called about an interview.
5. If hired, you will be notified. Be sure to find out at which school you will be working, whom the contact person is, and then *make contact!*
6. *Questions? Call Gayle Phillips @ 591-7406.*

Other info about becoming an AVID tutor:

1. Must have a GPA of 2.5 or above and 30 hours of coursework
2. Must dress according to the dress code of the school in which you are assigned
3. Can work anywhere from three to twenty-five hours a week, at more than one school.
4. Can set your own hours between 7:30 am and 4:00 pm.
5. Must have own transportation.

Becoming an Achievable Dream Tutor: *This position currently pays \$7.50/hr for non-degreed tutors and \$10.00/hr for degreed tutors.*

1. Contact the Associate Director of Field Experience in RATC 125 or Tulsa Boyd, Achievable Dream contact person, at 928-6740 or tulsa.boyd@nn.k12.va.us.
2. Make an appointment for an interview with Ms. Boyd.
3. If selected, attend training in binder checking or literacy tutoring.
4. Set up tutoring hours and log them.

Becoming a Substitute Teacher or Substitute Teacher's Assistant: *These positions currently pay \$65.00/day for a degreed substitute; \$51.00/day for a non-degreed substitute, and \$70.00/day for a degreed substitute with Virginia licensure. The pay for a substitute teacher's assistant or regular teacher's assistant is \$45.00/day. Long-term substitutes are paid \$93.00/day.*

There are two main types of substitutes:

A. School- or Home-based: You work as a substitute only at one school. You report daily at an assigned time and are placed wherever you are needed that day. Pay is \$71.00/day if you are degreed. Additionally, if you substitute for a single teacher for more than 16 days, you may become a 'long-term substitute,' with a pay rate of \$93.00/day.

B. Non-school based: You work as a substitute anywhere within the system depending on where they need you. You will be called on an 'as needed' basis.

1. Obtain an application for employment (Educational Support Staff) from the Newport News school division's website or main office, from the Office of Career and Counseling Services, or from the Office of Teacher Preparation.
2. Obtain the letters of reference required by NNPS. Make sure that they are placed in a signed and sealed envelope. Also, make certain that the persons writing the recommendations know your abilities, talents, and characteristics that will assist you in becoming a successful substitute.
3. Make sure you have at least 30 hours of college credit.
4. Get an official transcript from the Office of the Registrar. Include a copy of your degree (if you are a degreed candidate applying for a 'degreed substitute' position). **These must be mailed by the Office of the Registrar to NNPS.*
5. Obtain and fill out a Child Protective Services form (you can get this from NNPS) and send it, along with your completed application and transcript, to Newport News Public Schools. The fee for processing this form is waived for MAT students.

Once NNPS has your completed application, they will call you for a substitute orientation. At that time, you will be given ID and pin numbers which you will use to access SubFinder. SubFinder is the NNPS automated system that schools use to call substitutes. The more flexibly you present yourself (i.e., grade levels and subjects you agree to substitute for), and the more you accept substitute assignments, the more you will be called.

Becoming a Volunteer: *Volunteer positions are unpaid and largely at the behest of individual schools. Many schools have volunteer programs, both for during school and after school needs. To find out more about volunteering, call the particular school in which you are interested and ask to speak to the volunteer coordinator. If the school does not have one, please tell the receptionist of your interest and ask to be forwarded to the person responsible.*

How To Use SubFinder

Please note that you must have a touch tone telephone to access SubFinder. You cannot call or be called by SubFinder without being registered. Remember that your PIN number is your social security number.

Substitute Name: _____ **ID Number:** _____

1. **To Register:** Call the SubFinder at 881-5061. Press 8 as soon as the recording begins. If you are registering for the first time, the SubFinder will identify itself and ask you to enter your PIN NUMBER followed by the # sign key. Your PIN NUMBER is your 9-digit Social Security number. After entering your PIN NUMBER press the # key.
2. SubFinder will ask you to record your name. Please say your name clearly, as you want to be heard by other people using the system. After you have said your name, press the # sign key. SubFinder will play your recorded name back to you for verification. If it is correct, PRESS 1. If you need to re-record your name, PRESS 2 and repeat the steps again.
3. Once you have successfully recorded your name, SubFinder will play a MENU. Choose option #4 to REVIEW PERSONAL INFORMATION. Pay particular attention to option #1 and #3. Option #1 will review your telephone number and ***Option #3 will review the day(s) you are and are not available to work. The instructions will have you go through each day of the week to determine your availability.*** If any of your personal information is incorrect, you may change it by following the automated SubFinder's instructions.
4. Once you are registered with SubFinder on the telephone, it will give you the following choices after entering your PIN (Social Security#) which must be entered each time you use the SubFinder.
 - (A) To review current assignments PRESS 1
 - (B) To review job listings PRESS 2
 - (C) To cancel job assignments PRESS 3
 - (D) To review personal information PRESS 4
 - (E) To leave the SubFinder system PRESS 9

After you have made your selection, please listen to other instructions carefully.

5. **Cancellations:** In order to cancel a job assignment you must be sure to have the job ID NUMBER that SubFinder will give you each time you accept a new job. **YOU WILL NOT BE ABLE TO CANCEL WITHOUT YOUR ID NUMBER.**
6. SubFinder will not let you cancel unless you call at least one (1) hour prior to the school start time on same day cancellation assignments. For example: If the cancellation is the same day you are scheduled to report to the site/school and the school's starting time is 7:00 a.m., you must call SubFinder by 6:00 a.m. or the automated telephone system WILL NOT let you cancel.
7. You are also responsible for calling the school where you are canceling a job assignment. Failure to call the school will be recorded as a No-Show.
8. Remember that the four digit identification number you were issued is only used by an administrator at a school when they want to prearrange an assignment for you.
9. Contact the Sub Center at 881-5061, ext. 135 if you have any questions or need assistance.