Early Field Experiences Handbook
Teacher Education Program

*Active Leadership in a Global Community*

Elon University
School of Education
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http://www.elon.edu/education
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PART I: PROGRAM ORIENTATION

Message from the Director of Education Outreach

Welcome to the Teacher Education Program at Elon University!

This Handbook for Early Field Experiences has been developed as a method to guide candidates through their respective programs in education. The document also serves as a continual reference for professors, cooperating teachers, internship coordinators, and administrators in schools as well as personnel in external agencies with which candidates are placed for pre-student teaching field experiences. The information contained herein is designed to assist all who are a part of the preparation process for teacher candidates by providing specific information related to requirements for formal admission, retention, and continuance in Elon’s various teacher licensure programs. Additionally, specifics regarding each of the currently required courses with field experiences are provided so that all stakeholders can view the spiraling nature of programs from their common beginning point in the introductory course, EDU 211 or SOC 243 through methods internships and other courses with field assignments that lead to the culminating experience for candidates—student teaching. To reach this point, candidates work with professors and a host of educational professionals who shape and guide their in- and out-of-class experiences, forming a community of learners where all engage in thoughtful and intentional practice. By virtue of the design of the programs, faculty expect for candidates to emerge from each of their field experiences with a new-found confidence in both skills and knowledge and with a deeper commitment to provide the very best education for the children and students who will become their responsibility.

Best wishes for many successful experiences in the field!

Marna Winter, M.Ed.
Director of Education Outreach

Message from the Department Chairperson

Teachers in our nation’s schools are challenged to teach children with incredibly diverse skills, cognitive abilities, and socioeconomic backgrounds. Some children in these classrooms do not speak English and many have learning disabilities, physical disabilities, and behavioral difficulties. Furthermore, teachers in elementary schools are expected to teach mathematics, language arts, science, social studies, computer skills, and social skills. Answers to the discrete and utilitarian questions of how and what to do in the classroom on a day-to-day basis are critical to their success. The education faculty believes that part of our task as teacher educators is to provide teacher candidates with opportunities to develop practical skills. We also believe, however, that it is our responsibility to encourage teacher candidates to recognize the practicality of understanding the underlying principles of teaching and learning that guide effective educational practices.

We do our best to provide support, encouragement, and guidance in order to help teacher candidates to be successful. We have very high expectations and realize that this challenging, sometimes unsettling, approach requires that our teacher candidates are constantly aware that their quest for excellence is our quest as well. As teachers of teachers we believe that it is particularly important for us to model the attitudes and behaviors that we hope our teacher candidates will exhibit in their own classrooms. We are enthusiastic about the content that we teach, and we find the study of the teaching/learning process to be a fascinating endeavor. We hope that our enthusiasm will be contagious.

Rich Mihans, Ph.D.
Chair, Department of Education
Overview of the Teacher Education Program

The Teacher Education Program at Elon University is based upon the Conceptual Framework of *Active Leadership in a Global Community*. From this organizing principle, teacher candidates are carefully guided in their acquisition of knowledge (content and pedagogical), the processes of inquiry, and the importance and development of professionalism. Teacher education faculty members strongly believe that Elon’s heavily field-based programs provide the appropriate clinical settings in which these practices are developed and appropriately nurtured. Working in schools regularly and often provides both candidates and faculty with multiple opportunities to see theory transitioned into practice, to see theory affirmed or challenged by practice, and to reflect on how these are occurring in a variety of settings.

The Education Department is the administrative unit for all professional education courses and coordinates the undergraduate programs in early childhood education, elementary education, middle grades education, and special education. All other teacher licensure programs are offered in collaboration with Elon College, the College of Arts and Sciences or the Department of Health and Human Performance, with candidates completing degrees in their specific content areas of teacher licensure.

The Teacher Education Committee is the coordinating and policy-making body for all licensure programs in the Teacher Education Program. The Dean of the School of Education chairs this committee, which meets monthly during the regular academic year and at other times as needs arise. Membership on the Teacher Education Committee includes the program coordinator from each licensure area, the coordinator of secondary/K-12 programs, directors of graduate programs, the department chair of the Education Department, the Director of Assessment and Accountability, the Director of Education Outreach, the Director of Teaching Fellows, the Coordinator of Technology for Teacher Education, two public school representatives, and two teacher candidates without vote.

Elon University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS). Its Teacher Education Program is approved by the North Carolina State Board of Education and is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).
Mission

The Teacher Education Program has as its primary focus the development of outstanding teachers. It is characterized by a student-oriented, evidence-based philosophy of teaching, early and continuous field experiences, and national accreditation. The program advances the university’s academic mission through cultivation of directed inquiry; promotion of knowledge of learners and content; and practical engagement in local and global contexts. The Teacher Education mission is deepened through fostering of intellectual reflection, assessing the ability to use knowledge, and creating opportunities to lead change.

Conceptual Framework: Active Leadership in a Global Community

Our conceptual framework outlines processes by which candidates acquire knowledge, skills, and dispositions, which result in outcomes necessary for effective teaching.
Processes

P1: Effective teachers inquire. They value and use questioning intentionally to stimulate student inquiry and to motivate learning. They use a variety of resources to acquire and critically analyze information to inform instructional decisions. Effective teachers take the initiative to learn about their students and the families and communities in which they live. They use assessment of student learning to reflect upon their classroom practice. They are enthusiastic learners who engage in purposeful inquiry within professional communities. They continually reflect upon personal beliefs and the effectiveness of instructional practices to enhance the learning of all students.

P2: Effective teachers reflect. They self-analyze in a purposeful and critical manner to gain understanding of the root cause and meaning of circumstances. They become aware of the complexity of learning, learners, and their role in student learning using an inquiry-based, meaning-oriented process. They gain a deeper understanding of teaching because of the metacognitive characteristic of intellectual reflection, and consequently, they continually mature professionally. They are able to engage in thoughtful, meaningful practice to encourage learning of all students.

P3: Effective teachers take action. They act on what they know and are able to do as teachers. They seek information and act ethically for equity and excellence in their classroom practice. They prepare to lead responsibly in professional learning communities, on issues of equity, and in matters of global citizenry. They respond appropriately to the constant flux of emergent 21st century skills and expectations. They act to provide all students the opportunities to learn.

Acquisition

A1: Effective teachers are knowledgeable. They know learning theory, disciplinary content, and relevant pedagogy. They are cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Included in their knowledge base are an awareness of and an ability to choose instructional strategies, resources (including technology), and assessment procedures that promote learning in diverse students. They create positive learning environments that embrace diversity, act on the belief that all students can learn, and are dedicated to their own development as teachers and learners.

A2: Effective teachers are skillful. They recognize that multi-dimensional abilities are required to be successful in today’s challenging education environment. They know literacy skills encompass far more than reading. Multiple literacies, including digital, visual, and technological, have joined information and media literacy as crucial skills today. Effective teachers know they must think both critically and creatively when engaged in complex problem-solving, and they are able to communicate clearly in a wide variety of ways. They understand the importance of collaboration in promoting trust and building partnerships with all segments of the community. Effective teachers are aware of the importance of basing their practice on well-founded theories and principles of teaching and learning. They are wary of easy solutions and interventions that work “for all students” in their diverse classrooms. They understand the need to look for evidence of efficacy and how to determine if the evidence is trustworthy.

A3: Effective teachers have professional dispositions. They are intellectually curious, displaying a persistent desire to know and a habit of asking why. They are engaged in educational issues, and they are self-directed, so they are able to set clear goals and manage their time efficiently. They assume responsibility for their own actions and show a concern for the common good. Master teachers affirm diversity and value difference. They understand that learning is enhanced when students’ cultures are valued, and they are unwavering in their belief that all students can learn. They hold high expectations for academic and social growth of all students and establish positive learning environments to support that growth. To build a community of practice, they interact with colleagues, students, families, and others in the community in an ethical and respectful manner.
Outcomes

O1: Effective teachers are active, engaged learners.
Effective teachers seek opportunities to further personal learning and professional growth. They are engaged citizens aspiring to be active school and community leaders, e.g., through service learning, study abroad, student teaching, etc.

O2: Effective teachers are knowledgeable, skillful practitioners.
Effective teachers act on the belief that all students can learn. They seek to understand students’ families and cultures and collaborate with parents and professional colleagues. They inquiere actively and persistently about student learning through a variety of appropriate assessment procedures. Through reflective practice, they analyze the effectiveness of their instruction and make appropriate adaptations to maximize student learning. They establish positive classroom learning environments and set high expectations to support the social and academic growth of all students. They demonstrate enthusiasm and respect for the profession of teaching. They take responsibility for student learning and the improvement of their schools.

O3: Effective teachers are informed, ethical leaders.
Effective teachers lead. They lead by demonstrating ethical principles and acting professionally. They advocate for and participate in initiatives and practices that affect positive change in student learning. They lead by contributing to the establishment of a positive classroom and school environment. They ensure that their instructional decisions are adequately informed by data, standards, and a variety of student assessments. They communicate their vision for learning to students, contributing to student empowerment. Most importantly, they lead by taking responsibility for student learning and contributing to the improvement of their schools.

O4: Effective teachers are advocates for equity and excellence.
Effective teachers examine the cultural, social, historical, legal, and philosophical foundations of education. They explore the critical issues that impact education in the 21st century, particularly those that result in inequities in educational access and success. They engage in critical self-reflection and raise awareness of the implications of race/ethnicity, class, socioeconomic status, sexual orientation, religion, and cognitive and physical differences in providing equal access to learning opportunities. Teacher candidates thus begin to explore their role in advocating for a quality education for all students.

O5: Effective teachers are globally aware citizens.
Effective teachers are knowledgeable, yet always inquisitive, about issues of equity, technology, and global citizenry. They understand the needs of diverse student populations, respond appropriately to diverse groups, and provide culturally responsive lessons. They are moving from local to global awareness, grounded in global knowledge. They cultivate the intellectual curiosity, abilities, and knowledge required for lifelong learning as global citizens as they promote global thinking and learning in ALL students.

Coursework and Sequencing of Field Experiences

All teacher candidates experience a well-planned sequence of Elon Core Curriculum courses that build a broad liberal arts knowledge base in the humanities, the social and behavioral sciences, mathematics, technology, natural sciences, and physical education and health. By design, the general education curriculum at Elon helps to develop inquiry skills, promote domain-specific thinking, and encourage broad-based dispositions for effective scholarship. During this phase of candidates’ education, they are also engaged in the first professional education course, either EDU 211 or SOC 243, which serves as an introduction to education with a required field experience. At this level of preparation, potential candidates examine their motives for teaching as they both observe in classrooms and begin initial work with students and teachers in those school settings. At this point, students choose either to continue to pursue a degree and related teaching license in a given program, or they do not submit an application for acceptance into any program.

Once formally accepted into a licensure/degree program, candidates begin their professional studies, including orientation to, observation of, and reflection upon both theory and practice. Field experiences are designed to be
spiraling in nature, and the specific assignments completed in assigned internships are germane to the area of licensure being pursued. These assignments include, for example, content and pedagogical issues relevant to instruction as well as choosing from multiple and appropriate instructional practices. Candidates also begin to focus specifically upon the students whom they are serving, discerning how best to meet their array of diverse instructional needs. At this point, candidates are ready to demonstrate their knowledge of methodology and are prepared to incorporate and implement tools of technology into microteaching and simulation activities. Field experiences tied to methods courses require teacher candidates to demonstrate mastery of content and pedagogical knowledge as well as show positive performance in the area of professional dispositions.

Following successful mini-teaching experiences connected to the methods course/s, candidates apply for admission to the student teaching (clinical practice) phase of their preparation. This semester-long experience requires candidates to be fully engaged for fourteen (14) weeks, demonstrating their competence as emerging teachers. This phase serves as the culminating field experience in which continual observations, self-reflective activities, and conferences allow and encourage evaluation of both theory and wisdom of practice. These elements of reflective practice demand that candidates clarify and synthesize their knowledge and skills as practicing teachers. During the student teaching semester, the Elon University teacher education faculty is able to fully assess how well candidates have developed into thoughtful practitioners who are engaged in a community of learners.

**Clinical and Field-Based Experiences Agreements with School Systems**

The field-based component of the Elon University Teacher Education Program is designed in collaboration with several local school districts. School partners serve as members on advisory panels, on designated advisory boards for the various licensure programs, and on the Teacher Education Committee. These individuals, in addition to numerous cooperating teachers who host both student teachers and candidates in pre-student teaching settings, work with Elon faculty to develop and continually revise field experiences whereby candidates gain meaningful experiences in school settings.

School district and Elon University parties sign agreements for the purpose of preparing teacher candidates to teach in their specific specialty areas. After a successful national background check, candidates are placed jointly by the director of field experiences and internship coordinators into specific classroom settings where they may observe, actively participate in, and examine many areas relevant to instruction. Students become familiar with problems and decision-making specific to their specialty, best practices used in problem-solving and decision-making, instructional materials and strategies appropriate to their students’ needs, and varied assessments and evaluations of their own impact upon student learning.

Schools and districts that maintain agreements with Elon University are keenly aware of the goals and objectives related to field experiences. Together, both the university and schools help to guide candidates to clarify and synthesize their knowledge and skills as multiple opportunities are provided for structured, novice teaching settings. Such a cooperative effort begins with the earliest field experiences, which occur prior to candidates’ admission into the Teacher Education Program. This collaboration continues through the culmination of the student teaching internship.

The joint agreements between Elon University and school districts specify goals and objectives as well as delineate roles and responsibilities for all parties involved to provide quality clinical and field-based experiences. To this end, school and university personnel are committed to developing prospective teachers who are thoughtful practitioners working effectively in a community of learners.

**Beliefs and Guiding Principles of Clinical and Field-Based Experiences**

Field experiences are integrated throughout the professional education sequence and occur at intentional points within all licensure programs. Such experiences are completed in tandem with coursework to engage prospective teachers in systematic inquiry and reflection, to provide opportunities to accurately view the complexities of the school environment, to learn the many multi-faceted roles of teachers, and to facilitate understanding of the roles
of community members, parents, and other caregivers, both within and beyond the school setting. In short, teacher candidates must engage in first-hand teaching and learning situations in real classrooms with real teachers who work with real students and their parents/caregivers.

The following propositions help to shape the many pre-student teaching field experiences at Elon University. They also help to develop candidates who will engage in **active leadership in a global community**:  
1. Field experiences provide opportunities for the Teacher Education Program to create partnerships with host schools. As a result, multiple and carefully chosen classrooms and community settings are provided for teacher candidates to observe and work in with teachers in action. This facilitates the identification and analysis of theories, research, and effective teaching strategies. These experiences further provide for inquiry and investigation between the gap of theory and classroom practice.
2. Field experiences provide for systematic, structured, sequential, and experiential opportunities in a variety of school settings. Drawing from the University’s commitment to highly interactive, engaged, and experiential education, this curricular approach provides a balanced blend of prerequisite knowledge, teaching experiences both on and off campus, and careful sequencing of such experiences.
3. Field experiences provide for meaningful reflection as a tool in the developmental process of teaching. Internships help to instill in prospective teachers the need to be reflective learners, ones who are intentional about their current and future work in classrooms. These experiences assist candidates in their development of self-analysis and assessment skills. Candidates begin to understand that teachers must make decisions and adjust what they are doing based upon student responses and performance as well as instructional goals. In this way, candidates learn that teaching is an ever-changing, inquiry-based, problem-solving process.
4. Field experiences provide an infusion of diversity throughout candidates’ preparation programs. By providing intentional settings for candidates to observe and work in diverse classrooms, these prospective teachers develop a better understanding of student characteristics and the relationships these characteristics play in the development of preferences for learning. The teacher education curriculum makes a concerted effort to ensure that emerging teachers have experiences with students who are educationally-disadvantaged, at-risk of academic failure, have special learning needs, including various exceptionalities, and students of color. Likewise, opportunities to work with a diverse school faculty and to interact with multicultural communities remain a priority when assigning field placements to Elon University teacher candidates.

### Mission, Goals, and Expectations of Early Field Experiences

**Mission**

The mission of pre-student teaching field experiences is to provide teacher candidates with real-world teaching settings in which they may work to accomplish the integration of theory and practice. The primary purpose of early experiences is to provide prospective teachers with various opportunities and settings to become acquainted with the classroom and the many roles of the teacher. Teacher candidates observe, perform non-instructional tasks, and eventually engage in some closely supervised delivery of instruction (micro-teaching) before being admitted to clinical practice/student teaching. A secondary purpose is to allow teacher candidates to reflect upon their own strengths and weaknesses, making informed judgments about their own readiness for teaching.

**Goals**

- provide prospective teachers with a variety of opportunities for both observing and actively participating in school settings
- provide experiences enabling prospective teachers to learn about the responsibilities and the work involved in being a teacher
• assist prospective teachers in developing insights and understandings about the relationship between theory and practice
• provide prospective teachers with information and preparation leading to the ability to make informed decisions about classroom policies and procedures, curriculum matters, and students' academic and social needs.
• provide teacher candidates with information leading to a full understanding of the conceptual framework to guide candidate development, especially in the areas of content and pedagogical knowledge, inquiry, and professionalism.

**Expectations**

• observe problems that teachers encounter in their classrooms and schools and how they solve them
• develop a desire for professional affiliation, ethical practice, lifelong learning and continued professional growth and development
• grasp the importance of positive classroom interactions, including those positive elements associated with families and caretakers of students
• develop and act upon a belief in the dignity, worth and learning potential of all children
• become familiar with the knowledge and skills needed for effective teaching
• observe and acquire pedagogical skills for designing and implementing instruction that incorporates a variety of teaching methodologies, resources, and organizational patterns
• develop and demonstrate appropriate dispositions appropriate in the real world of teaching

**Policies and Procedures for Admitting and Monitoring the Progress of Teacher Candidates**

**Admission to Teacher Education**

While taking EDU 211—School and Society or SOC 243—Sociology of Education, students who plan to pursue teaching licensure may begin the process of [applying for admission to the Teacher Education Program](#).

Information about applying to the Teacher Education Program is found at:

**Monitoring the Progress of Teacher Candidates**

Our goal as teacher educators is to ensure that teacher candidates who graduate from the Elon University Teacher Education Program demonstrate the competencies outlined in the Conceptual Framework: *Active Leadership in a Global Community* and who are excellent beginning teachers. Teacher candidates’ dispositions are assessed in selected courses throughout the program, including courses with early field experiences.

While serious concerns about the performance or growth of our candidates do not often occur, when a concern exists, it is best for the candidate and program to address it honestly and directly. For this purpose, the Professional Dispositions and Academic Performance (PDAP) process has been created.

• The PDAP process documents the interventions required for teacher candidates who demonstrate inadequate performance in areas of professional dispositions and/or academic coursework.
• Information provided during this process is designed to be of value to the candidate in planning for growth and to the Teacher Education Program and faculty in facilitating growth.
• The information may have important implications in decisions regarding Admission to Teacher Education, Continuance in the program, Admission to Student Teaching, and Recommendation for Licensure.

Disposition assessment forms and a list of courses in which dispositions are assessed along with information about the PDAP process may be found at [Candidate success in teacher education programs](#).
Field Placement Procedures and Associated Responsibilities for all Parties

Responsible Party

The Director of Education Outreach collaborates with school district representatives (e.g. central office designees, internship coordinators) to place candidates in appropriate field experiences throughout the course of their preparation. Among other responsibilities associated with the process, the Director of Education Outreach and his/her assistant/s coordinate the following tasks:

Director of Education Outreach

- Reviews any and all prior placements of candidates (via candidate placement database) when selecting schools, grade levels, types of communities and classrooms, and/or specific clinical faculty for each successive placement to ensure placements in appropriate diverse settings.
- Communicates both verbally and in writing with all involved parties (candidates, professors, school liaisons, building-level administrators, cooperating teachers) regarding specifics of placement (overall goals and objectives of experience, date of initial reporting, likely assignments to be completed, length of stay, and other requirements as may be appropriate to a given placement).
- Confers with school personnel regularly as liaison between Elon’s Teacher Education Program and the schools.
- Provides orientation sessions for teacher candidates and professors, reviewing procedures and expectations of candidates while in the field.
- Provides noteworthy information associated with schools, their stakeholders, academic performance, cooperating teachers, and other relevant information prior to candidates’ initial arrival in their assigned schools.
- Conducts, collects, and analyzes all surveys and assessment instruments associated with pre-student teaching field experiences, reporting findings to appropriate parties (professors, Dean, program coordinators).

Teacher Candidates

- Research assigned school’s characteristics, background, mission and goals
- Arrange transportation to and from assigned school
- Complete the required minimum number of hours/sessions required
- Represent self, program, and university in exemplary manner
- Communicate effectively and in a timely manner with cooperating teacher/s
- Complete any and all assignments required during the field experience
- Dress professionally and in a manner that leaves a favorable impression
- Abide by all school district and individual school policies

Cooperating Teachers

- Introduce teacher candidates to all classes, colleagues, and other school personnel
- Provide opportunities for candidates to complete assignments and assume other duties/responsibilities as appropriate
- Provide candidates many opportunities to observe and work in a variety of instructional settings and techniques
- Guide and supervise instructional and non-instructional activities as appropriate
- Provide candid assessments of candidates’ performance and dispositions and return completed forms by assigned dates
- Communicate effectively any concerns or issues with assigned teacher candidates and their respective professors
University Professors

- Discuss specific goals and performance outcomes of the field experience, showing the relationship to the university course.
- Design and require field assignments that support the Conceptual Framework and which bridge course instruction with field-based applications.
- Communicate effectively with cooperating teachers, disseminating evaluation forms, due dates, explanations of assignments, dispositions documents, and other pertinent information.
- Review any specific policies, procedures and expectations required of candidates while in the field.
- Assess field performance in a candid manner, noting candidates’ strengths and weaknesses as well as providing plans for candidates’ further improvement.
- Receive, act upon, and submit to the director any and all completed forms/evaluation instruments used as part of candidates’ field experiences.

Procedures for Candidates Working in the Field

- Candidates should note their beginning and ending times in their assigned schools/classrooms and have cooperating teachers to verify attendance and satisfactory performance via signature or initials. Professors provide candidates with logs for this purpose.
- Candidates should always check in with their school receptionists/secretaries and follow any sign-in or sign-out policies established by the school. While candidates are assigned to schools for official university business/purposes, they must still follow any and all policies/regulations set forth for faculty/staff members and/or guests as may be required in their particular schools.
- Candidates should establish very early the various communication methods (cell phone, e-mail address, home phone number, etc.) by which cooperating teachers can be contacted, especially if a change in original plans is necessary. Examples include, but are not limited to, sudden illness, transportation problems, emergencies, etc.
- Candidates must complete their observations and field work in the schools/classrooms to which they are assigned by the director of field experiences. They may not use schools/classrooms at home during fall or spring breaks as part of field experience requirements. Candidates are encouraged, however, to use such settings, even in summer when possible, to enhance their experiences with students, faculty, and other school community stakeholders. In these ways, Elon University encourages its candidates to volunteer as tutors, day care workers, camp counselors, and in related volunteer or employment capacities to further their preparedness for working with youngsters.
- Candidates who are unable to complete fieldwork assignments/placements for any reason must notify their assigned cooperating teacher and university professor or supervisor immediately. The faculty member will contact the director of field experiences, who, in turn, will work with the candidate and professor to resolve any matters related to the field placement.

Special Note: In all courses that require a field experience, candidates must be fully aware that they shall NOT receive a passing grade in the course if candidate performance in the field experience is rated to be unsatisfactory or if candidates fail to complete the required hours and/or assignments required in that field experience. No exceptions shall be made to this policy.

Guide to Field Placement Etiquette for Teacher Candidates

Teacher candidates are required to carry out their work in field placements in a very professional manner. They must be punctual and adhere to the agreed upon visitation schedules. Appropriate dress, language, and behavior are expected. Candidates are visitors to the school settings and must adhere to school policies and the guidelines that are presented through the Elon University Teacher Education Program concerning dress, acceptable technology use, and appropriate behaviors in school settings.
The culture of the assigned school may likely be different from candidates’ own peer cultured environments. It is the job of all teacher candidates to observe and blend in with the professionals at the school. It is neither the role nor the job of teacher candidates to change the culture, the rules, or the philosophy of their assigned school/s.
PART II: SEQUENTIAL FIELD EXPERIENCES

Philosophy to Support Field Experiences for the Elon University Teacher Education Program

Providing high quality field experiences for teacher candidates has historically been and remains a critical part of the initial teacher preparation program at Elon University. The faculty believe that field experiences are an integral part of preparing highly qualified, effective teacher candidates in each program and that the rationale for continuing to embrace heavily field-based programs emanates naturally from and remains philosophically based upon Elon University’s Conceptual Framework. These experiences provide candidates with multiple opportunities to see theory transitioned into practice, to see theory affirmed or challenged by practice, and to reflect on how these are occurring in a variety of settings. Undergraduate candidates begin field experiences with the first professional education course, EDU 211—School and Society, or SOC 243—Sociology of Education. As candidates progress through their respective programs, various other field experiences are required and are linked to specific courses within each program. These experiences are designed in part to provide practical application of course concepts and theories and are accomplished in various cooperating schools with experienced teachers who work with teacher education faculty to provide optimal learning experiences for candidates. Given the development and implementation of a spiraling curriculum, one with a dual emphasis on content and pedagogy, the required pre-student teaching field experiences are also designed to be spiraling and thus uniquely provide Elon’s teacher candidates with immersion experiences in diverse schools, classrooms, and communities.

Required Field Experiences by Program

Required Field Experiences in Early Childhood Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Field Experience Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EDU 211—School and Society</td>
<td>4 s.h.</td>
<td>30 hours</td>
</tr>
<tr>
<td>Taken not sooner than Winter Term of first year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. EDU 246—Math and Science for the Early Childhood Educator</td>
<td>4 s.h.</td>
<td>16 hours</td>
</tr>
<tr>
<td>3. EDU 454—Early Childhood Language and Literacy</td>
<td>4 s.h.</td>
<td>16 hours</td>
</tr>
<tr>
<td>4. EDU 310—Assessment and Evidence-Based Practices for Infants and Toddlers</td>
<td>8 s.h.</td>
<td>60 hours minimum</td>
</tr>
<tr>
<td>5. EDU 410—Assessment and Evidence-Based Practices for Preschool and Kindergarten Students</td>
<td>8 s.h.</td>
<td>72 hours minimum</td>
</tr>
<tr>
<td>6. EDU 481—Student Teaching</td>
<td>10 s.h.</td>
<td>560 hours minimum (14 weeks @ 40 hours/week)</td>
</tr>
<tr>
<td>Student teachers are also required to take/attend a 2 sh. seminar/ capstone course while student teaching; this class typically meets once per week during the semester.</td>
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Required Field Experiences in Elementary Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Field Experience Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EDU 211—School and Society</td>
<td>4 s.h.</td>
<td>30 hours</td>
</tr>
<tr>
<td>Taken not sooner than Winter Term of first year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PSY 321—Educational Psychology</td>
<td>4 s.h.</td>
<td>20 hours</td>
</tr>
<tr>
<td>Note: Hours are only required if taking a service-learning section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. EDU 298—Children’s Literature</td>
<td>4 s.h.</td>
<td>3—5 hours</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Field Experience</td>
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<tr>
<td>--------------------------------------------</td>
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<tr>
<td>FNA 369—Fine Arts in the Public Schools</td>
<td>4 s.h.</td>
<td>4—6 hours</td>
</tr>
<tr>
<td>EDU 311 or 312—Principles of Learning and Teaching I (PLT I) Students choose either math/science or language arts/social studies</td>
<td>8 s.h.</td>
<td>90 hours minimum</td>
</tr>
<tr>
<td>EDU 323—Literacy Development I: Principles and Practices</td>
<td>4 s.h.</td>
<td>4—6 hours</td>
</tr>
<tr>
<td>EDU 324—Literacy Development II: Principles and Practices</td>
<td>4 s.h.</td>
<td>14 hours</td>
</tr>
</tbody>
</table>
| EDU 411 or 412—Principles of Learning and Teaching II (PLT II) Students take either math/science or language arts/social studies, depending which PLT I course was taken  
- During PLT (methods) courses, candidates also take literacy development courses I and II, a classroom management course, Teaching Diverse Learners, and an assessment course  
- Note: Several field requirements for these courses are completed during both methods placements | 8 s.h.  | 90 hours minimum |
| EDU 481—Student Teaching                  | 10 s.h. | 560 hours minimum (14 weeks @ 40 hours/week) |

**Required Field Experiences in Special Education — General Curriculum (K-12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EDU 211—School and Society Taken not sooner than Winter Term of first year</td>
<td>4 s.h.</td>
<td>30 hours</td>
</tr>
<tr>
<td>2. PSY 321—Educational Psychology Note: Hours are only required if taking a service-learning section</td>
<td>4 s.h.</td>
<td>20 hours</td>
</tr>
<tr>
<td>3. Methods course*—PLT I or Middle Grades/Secondary methods course Students choose either math/science or language arts/social studies</td>
<td>4—8 s.h.</td>
<td>90 hours minimum</td>
</tr>
<tr>
<td>4. Methods course*—PLT II</td>
<td>4—8 s.h.</td>
<td>90 hours minimum</td>
</tr>
<tr>
<td>5. EDU 323—Literacy Development I: Principles and Practices</td>
<td>4 s.h.</td>
<td>4—6 hours</td>
</tr>
<tr>
<td>6. EDU 445—Teaching and Learning Strategies for Students with Exceptional Learning Needs</td>
<td>4 s.h.</td>
<td>40 hours minimum</td>
</tr>
<tr>
<td>7. EDU 345—General Classroom Management</td>
<td>4 s.h.</td>
<td>4 hours</td>
</tr>
<tr>
<td>8. EDU 435—Assessment Methods and Interpretation in Special Education (Usually taken concurrently with a methods course)</td>
<td>4 s.h.</td>
<td>2—3 hours</td>
</tr>
<tr>
<td>9. EDU 481—Student Teaching**</td>
<td>10 s.h.</td>
<td>560 hours minimum (14 weeks @ 40 hours/week)</td>
</tr>
</tbody>
</table>

*Special education candidates who choose Elementary Education as the dual licensure area will take the two (2) methods courses prescribed for Elementary Education (PLT I and II are required). Those candidates who choose one of the other possible dual licensure areas in either middle grades or secondary education shall take the appropriate middle grades/secondary methods course.

**Special Education student teachers who choose elementary education as the dual licensure area begin the student teaching experience at the start of Winter Term (January) and continue through the spring semester, providing a continuous 18 weeks of full-time teaching. Ten weeks of teaching are completed within the special education setting, with the remaining eight weeks completed within the elementary classroom setting for a total
of 720 hours. These student teachers are also required to take/attend the seminar/capstone course while student teaching; this class typically meets once per week during the entire student teaching semester (January–May).

Careful planning of course selections/concentration areas ensures that candidates exit the program with “Highly Qualified” (HQ) licensure as prescribed/required by the federal and state legislation for special education teachers. Elon’s commitment to its special education candidates is to prepare them to exit with credentials so that they may be the “teachers of record” in a given content area. Thus, candidates receive dual licensure in both Special Education (general curriculum) and in a content area (elementary education, middle grades education, English education, mathematics education, social studies/history education, or science education – biology concentration).

### Required Field Experiences in Middle Grades Education (concentrations in one or two content areas)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Field Experience Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SOC 243—Sociology of Education</td>
<td>4 s.h.</td>
<td>30 hours</td>
</tr>
<tr>
<td>Taken not sooner than Winter Term of first year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. One methods course in 1st content area</td>
<td>4 s.h.</td>
<td>56 hours minimum</td>
</tr>
<tr>
<td>1st methods course: Fall of junior year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chosen from math, science, English, or social studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. One methods course in 2nd content area (optional)</td>
<td>4 s.h.</td>
<td>56 hours minimum</td>
</tr>
<tr>
<td>2nd methods course: Fall of senior year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. EDU 450—Teaching Diverse Learners</td>
<td>4 s.h.</td>
<td>Completed within middle grades methods placement</td>
</tr>
<tr>
<td>For secondary education candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Middle grades majors should take this course during fall of senior year, the same semester when the middle grades methods course [442] is taken. The internship experience is completed within the methods placement. If not taken the same semester as methods, a separate placement is required.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. EDU 346—Classroom Management for Elementary, Middle, &amp; Special Education</td>
<td>2 s.h.</td>
<td>2—4 hours</td>
</tr>
<tr>
<td>6. EDU 325—Middle Grades Literacy</td>
<td>4 s.h.</td>
<td>8—10 hours</td>
</tr>
<tr>
<td>7. EDU 441—Foundations of Middle Level Education</td>
<td>4 s.h.</td>
<td>20 hours</td>
</tr>
<tr>
<td>Taken during the spring of the junior year. Candidates participate in a literacy initiative with students who are identified as “struggling readers” in a service-learning component of the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. EDU 442—Effective Middle Level Teaching</td>
<td>4 s.h.</td>
<td>30 hours minimum</td>
</tr>
<tr>
<td>Typically taken during the fall of the senior year. This course focuses on working with actual teams in a middle school, participating in both a service-learning opportunity and in development and teaching of lessons in their assigned classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. EDU 481—Student Teaching</td>
<td>10 s.h.</td>
<td>560 hours minimum** (14 weeks @ 40 hours/week)</td>
</tr>
<tr>
<td>• Candidates engage in full-time teaching over the course of a semester, assuming the full responsibilities that their assigned cooperating teachers fulfill. Successful completion of student teaching is necessary as one of the requirements for licensure recommendation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student teachers are also required to take/attend a 2 sh. seminar/ capstone course while student teaching; this class typically meets once per week during the semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Course**

1. SOC 243—Sociology of Education
   Taken not sooner than Winter Term of first year
   
   4 s.h.  30 hours

2. EDU 450—Teaching Diverse Learners
   For secondary education candidates
   (Requires a separate field experience during the senior year)
   **Exception:** Physical Education & Health candidates do not take EDU 450; course content and specific goals and objectives are met through other PEH courses
   
   4 s.h.  25 hours minimum

3. Methods course* (chosen by intended major/concentration area)
   Only offered during FALL semesters
   (English, mathematics, comprehensive science, biology, chemistry, physics, history, foreign language, physical education and health, and music education)
   
   4 s.h.  30—60 hours

4. EDU 481—Student Teaching
   - Candidates engage in full-time teaching over the course of a semester, assuming the full responsibilities that their assigned cooperating teachers fulfill. Successful completion of student teaching is necessary as one of the requirements for licensure recommendation.
   - Student teachers are also required to take/attend a 2 sh. seminar/ capstone course while student teaching; this class typically meets once per week during the semester.
   
   10 s.h.  560 hours minimum**
   (14 weeks @ 40 hours/week)

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*The methods placement is made for the fall semester of the senior year. This placement is often maintained for the student teaching experience during the following spring semester. Some exceptions to this general placement procedure do occur. Reasons include, but are not limited to, the following: extenuating/unforeseen circumstances, principals’ decisions, candidates’ preferences, central office designee’s approval, dean’s final approval, cooperating teachers’ decisions, etc.

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**Contact Information**

Contact information for teacher education faculty, staff, and program coordinators

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**Electronic Signature Agreeing to Expectations for Early Field Experiences**

Submit your electronic signature to indicate that you have read this handbook and agree to the stated expectations for early field experiences.