Early Field Experience

PROGRAM MANUAL

“The best way to find yourself
is to lose yourself in the service of others.”

Mahatma Gandhi
Welcome to the JOURNEY program – this retention initiative unique to the School of Education, Health & Human Performance, focuses on promoting student success by providing consistent support throughout a student’s entire collegiate experience. The foundation for the Journey program is rooted on several simple but important concepts:

**CREATING CONNECTIONS: “HEY STUDENTS - HEY CAROL”** – This basic exchange begins during summer orientation and is the first step in our effort to personalize the student experience. The Journey program provides a welcoming environment that promotes the development of positive relationships between new students, the Journey program, and the School of Education, Health & Human Performance community. “HEY CAROL” encourages students to bridge the silence many students experience during their first semester in college.

**“INTENTIONAL WALKING”** – New students often find themselves challenged by the academic, social and emotional issues associated with the college experience. Beginning with their first steps at Fairmont State and throughout their college years, the Journey program provides a place where students can ask questions, express concerns, and share moments of success. Whether you have set your sights on becoming a teacher educator, exercise scientist or any of the other 30 plus majors and minors in or associated with the School of Education, Health & Human Performance, it is important for you to know there is someone who will walk with you on this path.

**“DEVELOPING A SENSE OF BELONGING”** - As you embark on this amazing journey, keep in mind that the Journey program is just an email, phone call, or an office visit away. No question is stupid; no situation is unimportant if it helps pave your way to success. I encourage you to take advantage of the many opportunities you will have to participate in activities, events, and support organizations offered at Fairmont State University and by the School of Education, Health & Human Performance. **GROW YOUR ROOTS** as a college student. **GRAB THE HANDS** outstretched in front you! Both will increase your likelihood of success!

I look forward to walking with you as you pursue your college degree. It all begins with a simple “HEY.”

Carol Tannous  
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SECTION ONE
INTRODUCTION

“A mind stretched by new experiences can never go back to its old dimensions.”
Oliver Wendell Holmes, Jr.
The road to becoming a teacher is lined with experiences that are designed to (1) broaden your understanding of what it means to be a teacher in your academic program and (2) develop the knowledge, skills, and dispositions needed to become a successful teacher. We look forward to walking with you as you progress along each mile marker that lines the road ahead.

Part of your journey as a pre-education major includes an **EARLY FIELD EXPERIENCE (EFE)**. This experience provides students with firsthand knowledge of the type of work educators do in a **PUBLIC SCHOOL** settings. While working alongside professionals in the field, pre-majors are provided with an excellent opportunity to actively participate in activities with PreK - 12th grade children.

By the conclusion of the Early Field Experience, pre-education majors will be able to:

- Demonstrate the personal and professional dispositions associated with becoming a successful teacher educator
- Explain through a series of reflection papers how their experiences working with school-aged children benefited them as a future teacher
- Make informed decisions on how to successfully navigate through the Teacher Education major

According to the results of a Gallup Poll focusing on Career Satisfaction, two-thirds of the participants surveyed indicated that if given the opportunity to go back and make a career choice over again they would *take more time to explore their career interests and options*. The Early Field Experience provides an opportunity for pre-education majors to participate in *experiential learning* in both the community and public school settings.

Simply said, the quote “*In doing we learn*” captures the spirit of the Early Field Experience and is just one step in your becoming an *Informed Educator*. Enjoy the journey!
Early Field Experience
PROGRAM OVERVIEW

Beginning in the fall semester 2011, the School of Education, Health & Human Performance added an Early Field Experience (EFE) requirement to the Teacher Education application process. This experience includes 20 hours of public school learning experiences. All Fairmont State students who plan to major in a Teacher Education field must complete the EFE.

PROGRAM STRUCTURE

EFE PDS (Diverse Professional Development School)
PDS sites are schools that have established a formal partnership with Fairmont State University. EFE PDS sites serve diverse student populations. During this experience, candidates:

• are PLACED in a PDS from a list of schools identified by the Fairmont State Office of Clinical Services
• will complete 20 hours spaced over a minimum of five visits in the assigned school

EFE PDS is often completed during the semester of application to the Teacher Education program. Additional information regarding EFE PDS is provided in Section 2 of this manual.

TRANSFER STUDENTS

Candidates who enter Fairmont State and who have accrued 48 credit hours towards the major (including the specific certification field chosen) may be exempted from the Early Field Experience. Candidates should request a meeting at the Teacher Education Certification Office, 340 ED, for a file review and consideration for exemption. Exemptions will be determined on a case-by-case basis.
Early Field Experience
APPLICATION INFORMATION FOR ADMISSION INTO TEACHER EDUCATION

TaskStream is home for the Teacher Education Undergraduate (UG) DEVELOPMENTAL PORTFOLIO, which consists of a series of four transitions and accompanying phases that are completed throughout the Teacher Education major.

The Transition One: Program Admission Review section of the Developmental Portfolio is where candidates go to submit their Application for Admission along with all required supporting materials for review by the Teacher Education Program Admissions Committee and the Teacher Education Certification Office.

The Teacher Education Program Admissions Committee meets twice a year to view submitted application packets. Candidates who wish to be considered for admission into the program must submit their COMPLETED online application packet by October 1 for fall admission or March 1 for spring admission.

Candidates who complete the admissions portfolio after the October 1 or March 1 application deadline should submit it as soon as it is complete. In this case, the portfolio is reviewed by the FSU Teacher Certification Officer who will determine the candidate’s eligibility for provisional entrance into the Teacher Certification program. A provisional entrance provides a temporarily lift of the registration hold which allows enrollment into the next required EDUC classes for one term.

After the provisional period ends, candidates will not be able to continue in the Teacher Education major until they have been formally admitted at the next meeting of the Teacher Education Program Admissions Committee.

Additional information on TaskStream along with a Teacher Education admissions checklist has been provided in Chapter 4 of this manual.
The mission of the Fairmont State University School of Education is to **Prepare Reflective and Responsive Educators Who Possess the Knowledge, Skills, and Dispositions to Help ALL Students Learn**. The FSU School of Education’s mission is integrated across the curriculum, field experiences, clinical practice, and assessments of candidates in Teacher Education programs; beginning with the courses and experiences students participate in prior to being admitted to a program. The Conceptual Framework (CF) provides the structure and guiding principles that are necessary to accomplish this mission.

The five West Virginia Professional Teaching Standards (WVPTS) and their respective functions undergird the knowledge, skills, and dispositions that Teacher Education candidates must possess to facilitate learning for all students. **Diversity** and **Technology** are included in the CF representing themes that are integrated throughout the unit’s programs. Demonstrated competencies in the standards/functions empower candidates to function as reflective and responsive educators.

The CF is based on research about effective teaching and learning best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The CF and the WVPTS also are central guiding elements of the FSU Professional Development School (PDS) Partnership that provides a critical structure and context for teacher education and educator professional development.
FOCUSING ON DIVERSITY IN THE EARLY FIELD EXPERIENCE

The Teacher Education Program at Fairmont State University is designed to prepare responsive and reflective educators who have the knowledge, skills and dispositions to help all students learn. This preparation begins in the pre-education course sequence and includes the Early Field Experience. As much as settings, agencies and contexts for the Early Field Experience allow, candidates should seek out locations that support interactions, relationship building and activities with communities who represent diversity. For Early Field Experience Public School, candidates will be placed in Professional Development Schools (PDSs) that serve diverse student populations. Diversity may represent a broad range of identities, experiences, and lives that include but are not limited to race and ethnicity, class, gender and special learning needs.

Fairmont State University School of Education, Health & Human Performance uses the Center for Research on Education, Diversity and Excellence (CREDE) standards to frame how we think about diversity and what it means to be an educator who believes that engagement with and learning for diverse communities is central to being an educator. We believe that experiences such as these for pre-service teachers are essential to the process of deciding to major in teacher education, and becoming a member of the profession.

The CREDE is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. The CREDE promotes research by university faculty and graduate students and provides educators with a range of tools to help them implement best practices in the classroom.

The CREDE Philosophy

- All children can learn.
- Children learn best when challenged by high standards.
- English proficiency is an attainable goal for all students.
- Bilingual proficiency is desirable for all students.
- Language and cultural diversity can be assets for teaching and learning.
- Teaching and learning must accommodate individuals.
- Schools can mitigate risk factors by teaching social and learning skills.
- Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

(cont.)
The CREDE Five Standards for Effective Pedagogy

1) **Joint Productive Activity**: Teacher and students producing together facilitate learning through joint productive activity among teacher and students.

2) **Language Development**: Developing language across the curriculum develops competence in the language and literacy of instruction across the curriculum.

3) **Contextualization**: Making meaning -- Connecting school to students' lives; connect teaching and curriculum to students' experiences and skills of home and community.

4) **Challenging Activities**: Teaching complex thinking; Challenge students toward cognitive complexity.

5) **Instructional Conversation**: Teaching through conversation; engage students through dialogue, especially the instructional conversation.

To learn more about the CREDE standards go to the [http://crede.berkeley.edu](http://crede.berkeley.edu).
CRIMINAL BACKGROUND CHECK AND TUBERCULOSIS (TB) TEST POLICIES

As part of the pre-major requirements and as a Teacher Education major, candidates will work in community agencies, activities, and before and after-school programs that serve children. Candidates will also be required to participate in activities in public schools that are part of the Fairmont State University Professional Development School (PDS) Partnership.

Community agencies and programs that offer learning opportunities for children have institutional policies related to who may enter and work in their contexts. The School of Education, Health & Human Performance at Fairmont State University informs all our partners in community agencies, programs and public schools that we respect their institutional policies, and expect students in our academic programs to adhere to those policies.

Candidates should be aware that while the Fairmont State University School of Education does not require a criminal background check or TB test for entrance into the Teacher Education major, the State of West Virginia does have policies related to who may enter public schools and work directly with children.

Candidates will be required to provide documentation of completion of the Criminal Background Check and TB test at the public school PRIOR to entering any facility for the Early Field Experience, clinical experiences AND student teaching. It is recommended that pre-majors plan on completing these state requirements prior to or during the first three weeks of their first semester in college. Check with the School of Education prior for on-campus opportunities to complete the Criminal Background Check process.

It is also the candidate’s responsibility to discuss with any community agency, program or school any other additional requirements they may have for entrance onto their site.

Failure to provide this documentation upon request by an agency, program or school may result in the candidate’s inability to complete the Early Field Experience and the requirements for Teacher Education.

If you have any questions or need any assistance in making sure you can be responsible for these expectations, please contact the following:

- Pre-Education Majors: Contact Carol Tannous at 367-4025 or carol.tannous@fairmontstate.edu.
- Teacher Education majors (students admitted to the major): contact Barbara Owens at 304-367-4886 or barbara.owens@fairmontstate.edu.
- Detailed procedures on how to acquire a Criminal Background Check and Tuberculosis Test are provided in Section 2 of this handbook.
Early Field Experience
INTRODUCTION TO DISPOSITIONS: BECOMING A “PRO” AT PROFESSIONALISM

The School of Education at Fairmont State University believes that “adequate preparation for teaching requires… certain attitudes, knowledge, skills and dispositions which characterize effective teaching.”

As part of EFE you will be evaluated on your dispositions; those qualities that represent you as a professional. During your EFE, it is important that you pay close attention to developing the characteristics of an excellent teacher and professional. Disposition reports are not just a part of the Early Field Experience program. Discussions of and evaluations on your dispositions will continue throughout the rest of your teacher education degree.

Ways for you to demonstrate the qualities of a good professional are:

ARRIVE EARLY. This means showing up at least 10 minutes early to find parking. Check in every time you visit a public school unless otherwise instructed. Many schools require visitors and guests to wear visitor’s badges. As a rule of thumb remember that ON TIME IS LATE!

DO NOT CANCEL YOUR VISIT. The site host teacher/site supervisor will be counting on you to show up during your scheduled days and times. Only cancel in the event of an emergency and do what you can to give the ample notice of your absence.

PAY ATTENTION. To ensure a positive learning environment for students in the classroom do not talk while lessons are being presented. Your phone should be turned off (not on vibrate) and placed out of sight.

ACT ACCORDINGLY. Remember that you are a guest in a community agency or public school. Your behavior should reflect this basic understanding.

DRESS APPROPRIATELY. Your appearance should reflect a professional attitude. Do not wear hats, shorts, sunglasses, or clothing with inappropriate slogans. Dress and act as if you were a teacher.

DO NOT EAT, DRINK OR CHEW GUM.

THINK ABOUT WHAT YOU ARE SEEING AND DOING. You will need to demonstrate critical thinking skills by describing activities for which you are observing and/or participating in and their purpose for your portfolio.

BE COURTEOUS. Thank the host teacher/site supervisor as you leave. Keep in mind they are doing FSU a great favor by opening her/his classroom to students. Be sure to send a thank you note at the end of your 20hrs. This small gesture is a sign of professionalism and will be appreciated by the host teacher and PDS Coordinator.
SECTION TWO
EFE PDS
Diverse Professional Development School

“There is no more noble occupation in the world than to assist another human being – to help someone to succeed.”
Alan Loy McGinnis
Early Field Experience *PDS*
Diverse Professional Development School
APPLICATION PROCESS & PLACEMENT INFORMATION

The Early Field Experience program provides pre-education majors with an opportunity to observe and interact with children in the public-school system. During this phase, pre-education majors will be PLACED into a Diverse Professional Development School (PDS) by the FSU School of Education Office of Clinical Experiences. Schools are selected from a list of Professional Development Schools in local counties that serve diverse student populations. *Do not attempt to arrange a placement yourself.* Schools and school district administrations have strict policies against students securing their own placement.

**THE APPLICATION PROCESS**

- Information about EFE *PDS meetings* will be provided at the beginning of each term in all EDUC 2200, *Introduction to Education* and/or EDUC 2201, *Instructional Technology* classes. A minimum of two informational meetings are offered each term during the second week of classes. These sessions provide candidates with an opportunity to ask questions, complete the *PDS Placement Application*, and acquire materials needed to participate in EFE *PDS*.

- Candidates who are unable to attend a meeting must submit their completed *PDS Placement Application* to the Destination Education Office, located in 307 ED, by 4:00 pm on the designated deadline date. Applications are available in this handbook or in 307 ED. However, all candidates must meet with Carol Tannous either individually or by attending a meeting to review PDS pre/post requirements.

- Candidates will need to provide their own transportation to the school.

**PLACEMENT**

EFE *PDS* placements will be posted on the EFE *PDS* bulletin board located just outside the main entrance doors into the School of Education Office area. The name of the school and PDS Coordinator contact information will be provided. Every effort will be made to place you in one of your desired choices. Keep in mind the primary purpose of the EFE *PDS* is to provide candidates with an opportunity to experience what it is like to work with students in a public classroom. Candidates’ grade/specialization interest areas are not considered when making placements for this first field experience.

**EXEMPTION**

Occasionally a candidate has already gained experience in a Professional Development School because of employment or participation in a Teacher Education Program at a different West Virginia college or university. In these cases, only, a candidate may request exemption from the 20 PDS experience by completing the application provided on the next page.
Early Field Experience PDS
Diverse Professional Development School
PDS EXEMPTION REQUEST

REASON FOR EXEMPTION
I am requesting exemption from the 20 hr. EFE PDS admissions requirement due to prior experience gained during
___ Employment in a public-school system  ___ Participation in a teacher education program at another college or university

VERIFICATION INFORMATION
Name/Location of Public School____________________________________________________________
Name of Supervising Teacher____________________________________________________________
Supervising Teacher Contact Email _____________________________________________________
Dates of Service _______________________________________________ _____________________________

On a separate sheet, provide a detailed description of your public-school experience including (1) type of school and children you worked with (2) hours of service and (3) type of services provided.

I understand that to be considered for PDS exemption the following two forms must be completed by the candidate and the public school representative and approved by the Director, Destination Education Program:

• Site Application Form (or other approved site location verification form)
• Disposition Report

In addition, I understand that I must submit all other required EFE PDS paperwork as outlined in the Taskstream UG Developmental Portfolio including:

• Artifact (Candidates must submit an artifact representative that represents an experience where they helped a student to learn something)
• Reflection Paper (as outline in Taskstream)

Candidate Signature ___________________________ Date ____________

For Office Use. Do not write below this line

Approval Signature ___________________________ Approval Date ____________
Early Field Experience Diverse Professional Development School
CHECKLIST

The 20-hour Early Field Experience (EFE) Professional Development School (PDS) is often the last step a candidate completes prior to applying to the Teacher Education major. Candidates apply to the Teacher Education Program via the Undergraduate (UG) Developmental Portfolio located in Taskstream. Permission to access the portfolio occurs as part of the EFE PDS process.

ALL EFE PDS (FIELD EXPERIENCE 1) HOURS MUST BE COMPLETED IN THE SAME FSU TERM (OR CORRESPONDING PUBLIC SCHOOL TERM) THAT THEY ARE STARTED. Because there is no grade earned for the EFE PDS, students MAY arrange to continue hours after FSU breaks for the end of the term (approval required by the Host Teacher/PDS Coordinator). However, ALL hours must be completed by the end of the public-school term. Candidates who fail to complete their 20 hours in the semester the assignment is made must repeat the EFE PDS application process.

SECTION 1 - THE APPLICATION & PLACEMENT PROCESS

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>DEADLINE</th>
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</thead>
<tbody>
<tr>
<td>1. Placement Application Available (Portfolio)</td>
<td>Attend an informational meeting or stop by 307/308 ED to complete this process. <strong>The deadline for applying is 4:00 pm on the established cut-off date. No applications will be accepted after this time. Note:</strong> Candidates will be notified to pick up their EFE PDS application for inclusion in their portfolio.</td>
</tr>
<tr>
<td>2. School Placements Posted</td>
<td>School assignments &amp; PDS Coordinator contact information posted on the lime green <strong>EFE PDS</strong> bulletin board next to ED 328A.</td>
</tr>
<tr>
<td>3. Establish Initial Contact with PDS Coordinator</td>
<td>Email your assigned PDS Coordinator <strong>immediately.</strong> \n\n✓ Introduce yourself as an FSU PRE-teacher education candidate that has been assigned to their school to complete the 20 hr. Early Field Experience Admissions Requirement into the Teacher Education major. \n\n✓ Identify blocks of times you are available to go to the school. BE flexible. \n\n(Note: You must visit the school a <strong>minimum of five times.</strong>)</td>
</tr>
<tr>
<td>4. Finalize Schedule with PDS Coordinator or Host Teacher</td>
<td>Determine an agreed upon start date and mark it in your calendar.</td>
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</table>

Candidates who do not hear from their PDS Coordinator by the end of the FINAL contact deadline are responsible for notifying the Journey Program Director IMMEDIATELY. Stop by 307/308 ED and/or forward a copy of your original email to Carol.Tannous@fairmontstate.edu ASAP for assistance in completing this process.
SECTION 2 - PREPARING FOR ENTRANCE INTO THE PUBLIC SCHOOLS

The following items are required for entrance into a WV public school:

___ Criminal Background Check (CBC)

- By law, any individual entering the public-school system must minimally pass a criminal background check. Fairmont State does NOT need to see evidence of your completed CBC; this is a public-school requirement.
- CBC remains valid for all field experiences (EFE, 30hr, & 75 hr.). Candidates are required to repeat the CBC process when completing their application for a WV Student Teaching Permit (which requires a WV and federal CBC.)
- Beginning fall 2016, candidates who are participating in EFE PDS and the 30 hr. & 75 hr. field experiences began completing an ONLINE background check only; no fingerprints are required at this point in the CBC process.

___ Tuberculosis Testing (TB)

By law, any individual entering the WV public school system must first have a TB test. TB testing is available for a nominal cost at the FSU Student Health Center. TB tests are also administered at most local clinic’s (Med Express), doctor’s offices; health departments etc., but are often at an increased cost. TB tests are valid for 3 years.

SECTION 3 – PREPARING FOR YOUR FIRST DAY

Listed below are the items you will need to take with you on your first day in the public school. Candidates should plan to give all forms to the PDS Coordinator or Host Teacher on their first day. Pay attention to whether the form is (1) for information only or (2) for information and signature. In the latter case, this form should be collected back from the teacher and SAVED for inclusion in the Teacher Education Admissions Portfolio. Under no circumstances should the PDS Coordinator or Host Teacher SEND any form back directly to FSU on behalf of the candidate. Candidates should notify their PDS Coordinator and/or Carol Tannous immediately if there are problems collecting forms back from a teacher; differences in the documentation processes for the Early Field Experience compared to other graded field experiences can sometimes create confusion in the public schools that are easily corrected.

___ Letter to the PDS Point of Contact

This letter provides the school official with information on the purpose of the EFE PDS. Read this document prior to your school visit; give to teacher for their information.

___ Host Teacher & Student Application Agreement (PORTFOLIO)

This agreement is based on the above Letter to PDS Point of Contact. Both parties must sign this document; collect for your admissions portfolio.

___ WV Criminal Background Check (CBC) & Tuberculosis (TB) Test

Make multiple copies of these two documents for your records. Provide a copy of your WV CBC results OR receipt to your PDS Coordinator/school official who will verify the information and return the CBC to you. Since each school has its own entrance requirements, candidates need to check with their PDS Coordinator for specific directions.

___ Disposition Report & Rubric (PORTFOLIO) (This form is located at the very back of the EFE Handbook)

Give form to your host teacher and collect at the end of the 20-hr. experience. NOTE: Teachers should NOT send this form to FSU. Retain this document for your admission portfolio.

___ Daily Reflection & Time Log (PORTFOLIO)

Print out a minimum of five forms (minimum # of visits) from the website. Take one form with you each time you visit the school. Complete the form and have the teacher sign it at the end of EACH visit. Retain these for your admissions portfolio.
Medical History & Emergency Form
This form is only opened in case of a medical emergency. Place the completed form in a sealed envelope with your name on it and provide to the PDS Coordinator on your first day.

FSU Student ID Card. Present this card to the school office each time you go; the school will issue you a Visitors Pass.

Professional Dress
Candidates should dress professionally. DO NOT use teachers in the school as your barometer for how to dress; they already have jobs! If you came to college without any dress clothes consider borrowing (friends, RA, roommate etc.) or visit a local thrift shop (I like to refer to them Boutiques) for a fun and cost-effective way to shop.

Note: ALL forms identified with the word (PORTFOLIO) must be collected from the teacher and saved for submission as part of the UG Developmental Portfolio Admissions requirement. Be sure to create some sort of filing/organizational system to keep these documents. The Journey Program DO NOT collect any documents from students for this process.

SECTION 4 – IMPORTANT REMINDERS

The following documents are required for entrance into the Teacher Education Program. It is the candidate’s responsibility to collect these documents or report difficulties to the PDS Coordinator AND a Journey Program representative prior to the end of the assigned EFE PDS term. These forms include:

- Daily Reflection & Time Log. A minimum of five (5) forms signed and dated by the Host Teacher.
- Disposition Report. Collected at the end of the EFE PDS.
- Artifact & Reflection Paper (see below)

EFE PDS Digital Artifact & Reflection (PORTFOLIO)
It is important that candidates collect evidence of working with a student during the EFE PDS. This digital artifact could be a student worksheet, bulletin board, artwork, book etc. that the candidate will then use to write a one-page reflection paper for their TaskStream admissions portfolio. Directions for writing the reflection paper are provided in the TaskStream UG Developmental Portfolio and focuses on addressing the needs of diverse learners. Diverse learners are defined as individuals who, because of gender, race, ethnic background, socioeconomic status, ability levels, learning styles, language, or disabilities, may have academic needs that require varied or differentiated instructional strategies to help them learn.

Candidates must have permission from both the child/children who produced the work and from the site supervisor to use and/or reproduce the work of any individual child. For your protection and the protection of the privacy of the children:

- Students' names and any other identifying information must be removed from all work
- No photographs or videos of the children are permitted

SECTION 5 – LOCATING YOUR TEACHER EDUCATION PORTFOLIO

The Teacher Education Admissions Portfolio is a first part of the UG Developmental Portfolio in that is housed in Taskstream. Access is not automatically available but will open sometime after the middle of the term. Contact the Journey Program Office ASAP if the portfolio does not appear in your Taskstream account as indicated.
SECTION 6 - REPRESENTING FAIRMONT STATE UNIVERSITY

The PDS team is comprised of a network of professions that include PDS Liaisons (FSU faculty assigned to a school), PDS Coordinators (schoolteachers who work with PDS Liaisons) and Host Teachers (multiple teachers at a school who agree to host students in their classrooms). The PDS Coordinator is the person you will first contact to arrange your first visit to the school. She/he MAY assign you to one or more Host Teacher(s) or utilize you in their own classroom. Assignments for the EFE PDS are not based on grade or subject interest areas. Candidates are advised to keep an open mind and embrace every opportunity to experience a variety of grade levels, subjects, school functions etc. Please notify the PDS Coordinator if you have any questions or concerns related to your Host Teacher assignment. Please notify Carol if you have any concerns about your PDS Coordinator.

The strong partnership that exists between Fairmont State School of Education, Health & Human Performance reflects years of hard work by countless individuals. Candidates who decide not to participate in OR complete the EFE PDS should demonstrate professional courtesy by notifying both a FSU Journey Program representative AND their PDS Coordinator of their decision.

Revised 1/24/2019 cmw
Early Field Experience Diverse Professional Development School

PLACEMENT APPLICATION

All applications must be submitted to 307/308 ED by 4:00 pm on _________________. Due to administrative requirements associated with this process, no applications will be accepted after this time.

PLEASE PRINT CLEARLY

Last Name ___________________________________     First Name ______________________________________

Term:  Fall/Spring (circle one)  Year _____________

Current Hometown (city/state) ____________________________

FSU F-Number (see FSU ID card or log in to FELIX) F____________________________

Have you completed an EFE PDS application prior to this term?  Yes___ No___

FSU Email _______________________________________@students.fairmontstate.edu

Preferred Phone Number __________ - __________ - __________

Intended Major (Circle one) Elementary/ Secondary Ed  Specialization (history, art, math etc.)

Will you have your own transportation?  Yes ___ No*___

Would you be willing to give others a ride?   Yes _____ No _____

Are you are planning to carpool with another student?  Yes ___ No ___

Name __________________________________

(Note: BOTH students must (1) request each other’s name and (2) have the same school names and rank order.)

DIRECTIONS:  Rank order your top three preferences by placing a 1, 2 & 3 next to the corresponding school.

(Note:  Only the following 8 schools can be used for the EFE PDS.)

<table>
<thead>
<tr>
<th>MARION COUNTY</th>
<th>HARRISON COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayenne Elementary (PreK-4) (Approx. 1.25 miles/ 5 min.)</td>
<td>Nutter Fort Primary (PreK-2) (Approx. 25 miles/30 min.)</td>
</tr>
<tr>
<td>East Park Elementary (PreK-6) (Approx. 2.75 miles/10 min.)</td>
<td>Monongah Elementary (PreK-4) (Approx. 5 miles/10 min.)</td>
</tr>
<tr>
<td>West Fairmont Middle (5-8) (Approx. 1.25 miles/5 min.)</td>
<td>Nutter Fort Intermediate (3-5) (Approx. 25 miles/30 min.)</td>
</tr>
<tr>
<td></td>
<td>Washington Irving Middle (6-8) (Approx. 22 mi/30 min - Clarksburg)</td>
</tr>
</tbody>
</table>

Please indicate special circumstances you would like considered for you school placement or write NA in the space below:
ONLINE CRIMINAL BACKGROUND CHECK PROCEDURE

The information listed below pertains to students who are in the process of completing their Early Field Experience PDS (Field Experience 1 - 20 hrs.), EDUC 2265 (Field Experience 2 - 30hrs.) or EDUC 3365 (Field Experience 3 - 75 hrs.). During Field Experience 3, students will begin the process of completing a Student Teaching Permit and will be required to complete a different criminal background check process at that time. KEEP A COPY OF YOUR Criminal Background Check as it can be used for multiple field experiences.

1. Go to www.sentrylink.com
2. Click the red “Order Now - $19.95” box.
3. Fill in your personal information boxes located on the right side of the page.
4. Click “Order now” when you are ready.
5. Fill in your “Email Address” and click “No, I Am a New Customer” and select the red “Sign In” button.
6. To create an account, “Confirm Your Email Address”, create a “Password” and select “Sign Me Up!”
7. Re-check that your personal information listed on the left side of the page is correct.
8. Fill out your “Credit Card Information” including your billing address and phone number.
9. In the “Select Reason” drop-down box choose “Checking My Own Record.”
10. Scroll to the bottom of the screen and select that you have “Read the Agreement and Terms of Use” then click “Order My Report”.
11. When your report comes back, print your results. It is highly recommended that students print multiple copies of their report; a minimum of one report will be required for placement into the public schools and an additional report should be kept for the student’s personal records.

The criminal background check is required for entrance into the public schools and is not a part of the Teacher Education program requirements. Students are responsible for maintaining their own background check records.
TUBERCULOSIS (TB) TEST PROCEDURE

All Pre-Teacher Education & Teacher Education majors must complete a TB test for entrance into the public schools. Currently enrolled Fairmont State students can take advantage of on-campus TB testing at a minimal cost by following the steps below:

- **View the available dates** for the current academic term by going to [www.fairmontstate.edu](http://www.fairmontstate.edu), then select “Campus Life” and “Health Services.” Scroll to the bottom of the page and review the dates and information provided for both FSU and Pierpont students. Select your first and second choices of dates.

- **Call Student Health Services at 304.367.4155, or stop by the Student Health Center (3rd floor Falcon Center) to reserve an appointment time.** Walk-in service is not available for inoculations as they must be ordered in advance from an outside agency.

  *Note: Students must be available to re-visit the Student Health Center within 48-72 hours after receiving a TB innoculation to have the site read and receive documentation of the results.*

- **Record your appointment day and time in a calendar and set a reminder notification.** *Note: Please call and cancel if you are unable to keep your appointment.*

- **Bring $10.00 (EXACT CASH ONLY) with you on the day of the test.**

- **Bring your student identification card** with you on the day of the test.

Because TB testing is a public school (not FSU) requirement, records of the TB test are not kept by Fairmont State University. Students are strongly encouraged to make multiple copies of their TB test results and keep one in a safe place.

Revised 1.17.2019
Early Field Experience Diverse Professional Development School
LETTER TO THE PDS POINT OF CONTACT

Dear Teacher,

Thank you for accepting a student from the Early Field Experience (EFE) Program at Fairmont State University. This program is designed to help students gain experience in a Professional Development School setting. Our Early Field Experience program provides pre-education majors with an opportunity to observe and interact with students in local public school districts. The Early Field Experience program placements are not affiliated with any undergraduate course but are secured through the School of Education Director of Clinical Experiences.

These students must complete 20 hours (over a minimum of five visits) in the PDS setting working as an assistant, aide, helper, etc. Once they have finished the Early Field Experience Program and met the other teacher education admission requirements they may begin the application process.

Examples of how students can assist you are:

- Read with student, or small group
- Assist with a homework assignment
- Work with small groups on a project or class work
- Observe your “Best Practices”
- Become acquainted with the operation of PDS Classroom
- Assist with stations, or computer work

Students are not required to teach whole classes, do duties alone, create lesson plans or provide materials for lessons. A more detailed list of suggested activities is provided on the back of this document.

For many, this experience will help a student decide if they want to be a teacher. Your influence and guidance is valuable to help them make this decision. You were chosen to be a part of this volunteer program based on your professionalism and devotion to our Partnership. Thank you for being a volunteer mentor!

Sincerely,

[Signature]

Barb Owens
Director of Clinical Services
FSU/PDS Partnership
Early Field Experience Diverse Professional Development School

SUGGESTED ACTIVITIES

- Students may be asked to take attendance and assist with beginning class administrative tasks such as passing back papers, collecting homework, grading a variety of work, etc. Although copying and grading papers are administrative activities, these activities should be kept to a minimum. Students may also assist with putting up bulletin boards and displaying student work.

- Students should sit in on planning sessions to get an understanding of how intra-and interdisciplinary curriculum is developed.

- Students should participate in a discussion with teachers about the diversity represented in the student population and how these students are served in the classroom setting.

- If comfortable, students may want to teach a warm up lesson, guided practice, instructional activity, etc.

- Tutoring students one-on-one - Activities could include helping students make up assignments, working with struggling readers, or conferencing with students on written assignments, either with the same or a different student each visit.

- Facilitating small groups - students may facilitate small group activities and/or discussions as directed by the teacher.

- Classroom Observation - possible assignments include analyzing patterns of student-teacher and student-student interaction, mapping classroom seating arrangements, and observing specific instructional strategies, observing particular groups of students during learning activities.

- Observing classes in and outside of the content area with teacher guidance and approval - Students may ask to observe outside of their intended content area in order to observe how an individual student or group of students behave, to observe how interdisciplinary teaching “works” or to observe how students use skills such as literacy or mathematics in areas outside content area in which they are taught.

- Visiting the school library, computer lab, cafeteria, etc. - students may visit non-classroom school spaces to observe how students interact with each other and staff outside classroom setting, and to develop a better understanding of the role of these spaces in the total educational program of the school.

- Observing an Extracurricular activity - students may observe how students and teacher interact with each other outside formal, but educational classroom settings.
Early Field Experience Diverse Professional Development School
HOST TEACHER AND STUDENT APPLICATION AGREEMENT (PORTFOLIO)

Directions: This form should be completed by the FSU Pre-Education major and signed by both the student and the Professional Development School (PDS) Host Teacher.

STUDENT INFORMATION (Please Print)

Last Name ___________________________________________ First Name ______________________________ MI ______

Email __________________________________________________________@students.fairmontstate.edu

Preferred Phone Number __________-__________-______________________

*Please indicated your preferred method of communication for contact: _____Phone _____Email

PDS INFORMATION

School Name _______________________________________________ ____________________________________________

Host Teacher Name ________________________________________________________________________________ ______

Host Teacher Email ____________________________________________________________________________________

School or Host Teacher Phone ____________________________________________________________________________

The EFE PDS is an opportunity for Fairmont State students to acquire diverse experience in a learning and teaching environment prior to application to the teacher education program. The goals of EFE PDS are as follows:

❖ Explore the teaching profession, the school environment, and student settings.
❖ Observe and assist students in an authentic elementary, middle or secondary setting.
❖ Reflect daily by recording activities of classroom experiences.

SIGNATURES

By signing this form I (FSU student) agree to adhere to any and all policies, procedures and requirements provided by the Early Field Experience Program, Host Teacher and FSU Office of Clinical Experiences.

________________________________________________ (Date) _______________________

By signing this form, I (Host Teacher) agree to supervise/assist this student in completing the 20 hr. EFE PDS requirement as outlined in the Letter to the Host Teacher.

________________________________________________ (Date) _______________________

Revised 1.21.2019 cat
As part of the Early Field Experience (EFE) final portfolio, candidates will need to write a *Personal Reflection of Site Experience* paper for the EFE PDS. The purpose of the *Daily Reflection Log* is to assist candidates in keeping a record of their thoughts and activities throughout the public-school experience. Daily logs can then be used as a guide to write the *Personal Reflection* paper. **This form should be duplicated and completed by the candidate and the Host Teacher at the end of EACH site visit. Students must go to the public school a minimum of five visits.**

<table>
<thead>
<tr>
<th>Activities for the visit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your role in the activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key reflections about the activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date__________</th>
<th>Time Arrived__________</th>
<th>Time Completed__________</th>
</tr>
</thead>
</table>

**HOST TEACHER SIGNATURE _____________________________________________

Revised 1.21.2019 cat
Early Field Experience Diverse Professional Development School
CANDIDATE MEDICAL HISTORY AND EMERGENCY FORM

Last Name: ___________________________ First Name: ___________________________ MI __

Address: _________________________________________________________________________________________

Telephone Number (day) __________________ (evening) ____________________________

(Cell) _________________________________________________________________________________________

Special Dietary Needs: ________________________________________________________________________________________

----------------------------------------------------------------------------------------------------------------------------- -------------------------------------------------

EMERGENCY CONTACT INFORMATION

Contact #1:
Name ___________________________ Relation to student ____________________________

Telephone (day) __________________ (evening) ____________________________

Contact #2
Name ___________________________ Relation to student ____________________________

Telephone (day) __________________ (evening) ____________________________

Special instructions for emergency medical treatment:

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PERMISSION

I give consent for the nurse at ___________________________ School or an acting faculty member or principal to act on my behalf in the event I am not physically or mentally able to make medical decisions. I am responsible for any and all medical bills that can incur while in my PDS placement at ___________________________ School.

Signature of Candidate: ___________________________ Date: ___________________________
Personal Medical History

Please check the following medical conditions you experience:

_____ Diabetes
_____ Asthma
_____ Allergies (pollen, dust, smoke, etc)
_____ Migraines or severe headaches
_____ Other (please explain or list ________________________________)

What treatments or medications do you use daily?

Please list dosages of each of the needed medications

Will you have any of these medications with you at school?

List any hospitalizations or illnesses of which we should be aware:

Please list all allergies (insect stings, plants, foods, medicines)

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

HEALTH INSURANCE

_____ Initial here if you are not covered by health insurance.

Provide us with a copy of your insurance card to use in case of emergencies.

I understand that the information provided on this form will be kept confidential by the appropriate school personnel listed below. I also understand that I am legally responsible for medical bills incurred during my placement.

Signature of Clinical student:

______________________________________________________________________________ Date: ______________________

Revised 1.21.2019 cat
Early Field Experience Diverse Professional School
DISPOSITION REPORT (PORTFOLIO)
(To be completed and returned by the Site Supervisor/PDS Point of Contact/Host Teacher)

“Recently it has become clear that the quality of the education our children receive depends directly upon the quality of the teachers in our schools.” (Wasicsko, 2002) According to the National Council for the Accreditation of Teacher Education (NCATE) a professional disposition is defined as “the attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.”

The purpose of the attached Disposition Report is to provide potential teacher education candidates with feedback on their dispositions. Please take a moment to review the attached Dispositions Rubric and Disposition Rating forms. Observations of candidates based on this form should begin on their first day at your site. We ask that you consider using this form to provide ongoing positive feedback and/or constructive comments to the candidate throughout their entire experience.

Once the candidate has completed their hours, please use the Disposition Rubric to complete the Disposition Rating form and review it with the candidate. Give the original form to the candidate for their records. NOTE: Please photocopy ANY Disposition Report that reflects a significant concern with a candidate (indicated by the selection of the STOP ICON) and forward to the appropriate School of Education representative below! Thank you.

<table>
<thead>
<tr>
<th>EFE PDS PRE-EDUCATION</th>
<th>EFE PDS TEACHER EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Carol Tannous</td>
</tr>
<tr>
<td></td>
<td>Director, Journey Program</td>
</tr>
<tr>
<td>Address</td>
<td>307/308 Education</td>
</tr>
<tr>
<td></td>
<td>1201 Locust Ave</td>
</tr>
<tr>
<td></td>
<td>Fairmont, WV 26554</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Carol.Tannous@fairmontstate.edu">Carol.Tannous@fairmontstate.edu</a></td>
</tr>
<tr>
<td>Fax</td>
<td>304-367-4599</td>
</tr>
<tr>
<td>Program Name</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Person/Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>Barbara Owens</td>
</tr>
<tr>
<td></td>
<td>Director of Clinical Experiences, PDS Partnership</td>
</tr>
<tr>
<td>address</td>
<td>328 Education</td>
</tr>
<tr>
<td></td>
<td>1201 Locust Ave</td>
</tr>
<tr>
<td></td>
<td>Fairmont, WV 26554</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Barbara.Owens@fairmontstate.edu">Barbara.Owens@fairmontstate.edu</a></td>
</tr>
<tr>
<td>Fax</td>
<td>304-367-4599</td>
</tr>
</tbody>
</table>

PLEASE PRINT

Candidate Name: ___________________________________________      _________________________________
Last                                    First
Program Name: ____________________________ _____________________________________________
Contact Person/Site Supervisor: ___________________________________________________________
Email: ____________________________________________________________
Phone: (_________)-__________-______________________
Program Location Address: ________________________________________________________________
Street Address/PO Box
_______________________________________________________
City, State, Zip Code
# DISPOSITION RATING

Candidate Start Date _______________________ End Date (Last day) ____________________

# Hours Completed ___

## RESPONSIBLE

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Punctuality, Preparedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance and Demeanor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## REFLECTIVE

- Self-Assessment
- Sound judgment – Critical thinking

## RESPONSIVE

- Communication
- Fairness
- Collaborative
- Respectful

## COMMENTS:

Site Supervisor/Host Teacher Signature

____________________________________________
DISPOSITION RUBRIC

RESPONSIBLE

1. Attendance, Punctuality & Preparedness

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly unacceptable performance. Fails to take responsibility in contacting instructor or host teacher when absent. Fails to submit work or be prepared for the class or placement responsibilities. Multiple excuses given for lack of preparation.</td>
<td>Minimum performance. Frequently is late or absent to class or placement. Is inconsistent in contacting instructor concerning attendance. Consistently late in meeting deadlines and being prepared for class or placement responsibilities.</td>
<td>Solid performance. Adheres to the attendance policy. Contacts instructor or host teacher in advance of absence. Only late to class/placement once. Consistently meets deadlines and prepared for class/placement responsibilities.</td>
<td>Outstanding performance. Perfect attendance. Never late to class/placement. Always meets deadlines and has materials ready for use.</td>
</tr>
</tbody>
</table>

2. Appearance and Demeanor

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly unacceptable performance. Lacks judgment in selection of appropriate professional attire. Professional demeanor is inappropriate.</td>
<td>Minimum performance. Generally, professional in appearance and demeanor.</td>
<td>Solid performance. Consistently professional in appearance and demeanor, provides a positive and appropriate model for students and others.</td>
<td>Outstanding performance. Always professional in appearance and demeanor, provides a positive and appropriate model for students and others.</td>
</tr>
</tbody>
</table>

3. Initiative

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
</table>

4. Ethical Issues

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
</table>
**REFLECTIVE**

1. **Self-assessment**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
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<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly unacceptable performance. Defensive, unreceptive to feedback and supervision. Fails to take responsibility for mistakes: blames others for the outcomes.</td>
<td>Minimum performance. Receptive to feedback but fails to implement suggestions. Takes responsibility for mistakes, but fails to reflect on them and take steps to remedy errors.</td>
<td>Solid performance. Positive and constructive attitude, receptive, adjusts performance appropriately. Personally reflects on successes and mistakes and seeks to improve.</td>
<td>Outstanding performance. Consistently meets criteria at a demanding level. Demonstrates knowledge, skills, or performance that goes beyond what is reasonably expected. Demonstrates proficiency in the reflective cycle which results in improved performance.</td>
</tr>
</tbody>
</table>

2. **Sound judgment - Critical thinking**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
</table>

**RESPONSIVE**

1. **Communication**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly unacceptable performance. Written work demonstrates frequent grammatical errors. Written work is often unclear and unorganized. Makes frequent speaking errors; is inarticulate, and hesitates to express oneself.</td>
<td>Minimum performance. Organizes and expresses ideas in writing with occasional errors. Can verbally express ideas relatively free of grammatical errors.</td>
<td>Solid performance. Professional and appropriate communication and interpersonal skills. Considers context and audience in both face-to-face and virtual environments. [nonverbal, verbal, digital, print communications]</td>
<td>Outstanding performance. Consistently meets criteria at a demanding level. Demonstrates knowledge, skills, or performance that goes beyond what is reasonably expected. Always demonstrates proficiency in all forms of communication.</td>
</tr>
</tbody>
</table>
2. **Fairness**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly unacceptable performance. Shows overt bias toward certain groups of people/students through actions or statements. Does not make provisions for diversity in response to varied learner needs.</td>
<td>Minimum performance. Makes statements appreciating diversity and the contributions made by different groups. There is occasional evidence in demeanor and work products demonstrating accommodations made to address the needs diverse learners.</td>
<td>Solid performance. Demonstrates a commitment to fairness by ensuring all students receive an equitable opportunity to succeed. Provides a safe, healthy, respectful environment free from bias, discrimination, harassment, and bullying.</td>
<td>Outstanding performance. Consistently meets criteria at a demanding level. Demonstrates knowledge, skills, or performance that goes beyond what is reasonably expected. Always demonstrates a commitment to fairness.</td>
</tr>
</tbody>
</table>

3. **Collaborative**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly unacceptable performance. Fails to cooperate and work with others. In collaborative settings, does not fulfill their basic responsibilities or contribute to the work of the group.</td>
<td>Minimum performance. Reluctant to cooperate and work with others. Contributes minimally in collaborative settings.</td>
<td>Solid performance. Works cooperatively, contributes, and participates collaboratively in a safe and mutually respectful manner.</td>
<td>Outstanding performance. Consistently meets criteria at a demanding level. Demonstrates knowledge, skills, or performance that goes beyond what is reasonably expected. Exceptional in working in a collaborative environment.</td>
</tr>
</tbody>
</table>

4. **Respectful**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly unacceptable performance. Demonstrates insensitivity toward individuals or groups of individuals. Lessons lack sensitivity to the needs of diverse learners.</td>
<td>Minimum performance. Indicates an awareness of individual needs.</td>
<td>Solid performance. Clearly demonstrates the belief that all students can learn. Interacts with diverse individuals in respectful ways. Demonstrates how lessons provide differentiation for individuals and groups. Is able to identify the needs of students and sometimes reflects on what is required to meet learner needs.</td>
<td>Outstanding performance. Always demonstrates a respectful demeanor in working with professionals and students. Accurately identifies the needs of students and always reflects on what is required to meet learner needs.</td>
</tr>
</tbody>
</table>

Revised 1/21/2019
“Success is not a place at which one arrives, but rather the spirit with which one undertakes and continues the journey.”

Alex Noble
Candidates will need to submit a series of reflection papers and artifacts as part of the Teacher Education Admissions Portfolio. This admissions portfolio is part of a larger Undergraduate (UG) Developmental Portfolio housed in Taskstream. All reflection papers should be no more than one (1) page in length and proofread carefully. Completed papers should be formatted as a Word document, double-spaced, Times New Roman 12-pt font, and have one-inch margins.

REFLECTION PAPER 1: INTRODUCTION REFLECTION PAPER (COMPLETED IN EDUC 2200)
The purpose of the first paper is to introduce you as a Teacher Education candidate and address the following questions:

- Why do I want to be a teacher?
- What attributes do you possess that would make you a good teacher (for example, patient, well-organized, responsible, sense of humor, creative, strong content Knowledge, etc.)?
- What attributes, skills or knowledge do you think you need to develop to be a good teacher?

REFLECTION PAPER 2: ARTIFACT AND REFLECTION ON DIVERSE EXPERIENCE

EFE: PDS
This experience should focus on addressing the needs of diverse learners. Diverse learners are defined as learners who, because of gender, ethnic background, socioeconomic status, differing ability levels, learning styles or disabilities etc. may have academic needs that require varied instructional strategies to help them learn.

After this placement, candidates will need to submit a digital artifact (i.e. a scanned example or picture of student written work, artwork etc.) and a reflective paper for the artifact that includes:

- A description of the learner(s) who created the artifact (age, gender, race, ethnic background, socioeconomic status, ability level, learning style, language, disability, etc.) and their specific learning needs.
- An explanation of how effective the activities that resulted in the artifact were in addressing the learning needs of the student or how the activities could be modified to better address the learning needs of the student.

(cont.)
PRIVACY

In all cases, the candidate should have permission from both the child/children who produced the work and from the site supervisor to use and/or reproduce the work. For your protection and that of the children:

- Students names and any other identifying information must be removed from all work
- No photographs or videos of the children are permitted

TIMELINES

All artifacts and reflections must be submitted to Taskstream by the last Friday before the final week of the semester you are applying for admission into Teacher Education.

Candidates who were unable to submit these documents into Taskstream due to inaccessibility of the program should save all materials in their original form for submission into their Developmental Portfolio later in their Teacher Education program.
Early Field Experience
Taskstream & the Undergraduate Developmental Portfolio

TaskStream is the School of Education, Health & Human Performance’s online customizable, electronic portfolio, assessment management and performance based instruction tool.

Pre-Education Candidates who intend on applying to the Teacher Education major must submit all materials on Taskstream to (1) verify the completion of the pre-admission requirements (2) submit EFE artifact and reflection paper and (3) submit the online Admissions Application.

In addition, candidates will use Taskstream throughout their Teacher Education major to

- upload and submit assignments for evaluation
- build an electronic portfolio for students seeking their degree and/or licensure.

Taskstream also provides a way for teacher candidates, professors, supervisors, and host/cooperating teachers to connect with each other to share feedback to improve their practice.

Any student taking a School of Education, Health & Human Performance course IS REQUIRED to upload and submit their assignment to TaskStream for evaluation (even if only one or two courses is being taken for professional recertification, as an elective, or part of an undergraduate minor).

An overview of TaskStream along with more specific candidate information including how to sign up can be found on the Fairmont State School of Education, Health & Human Performance webpage link: http://www.fairmontstate.edu/schoolofeducation/academic-programs/task-stream
Early Field Experience
TRANSITION ONE: PROGRAM ADMISSIONS CHECKLIST

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION
Candidates MUST complete the pre-admission requirements below to apply to the Teacher Education Degree. These include:

__ 2.75 overall GPA
__ 2.75 GPA in all teaching specialization areas
__ 2.75 overall GPA in Professional Education Courses
__ Pass all three required sections of the CORE
__ Complete EDUC 2200: Introduction to Education and EDUC 2201: Instructional Technology with a grade of C or better
__ Complete all requirements of the Early Field Experience Program

EARLY FIELD EXPERIENCE REQUIREMENTS

__ Candidate Introduction Paper
__ EFE: PDS (DIVERSE PUBLIC SCHOOLS)

__ PDS Placement Application
__ PDS Host Teacher and Student Applicant Agreement
__ Dispositions Report
__ Daily Reflections and Time Logs (one for each visit to the PDS site; minimum of five)
__ Artifact
__ Reflection Paper (on an artifact related to diverse learners)