Early Field Experience

PROGRAM MANUAL

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

Mahatma Gandhi
Welcome to DESTINATION EDUCATION – 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 Destination Education 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. Destination Education provides a welcoming environment that promotes the development of positive relationships between new students, the Destination Education 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, Destination Education 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 Destination Education 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.”
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CHAPTER 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 **COMMUNITY, AFTER-SCHOOL** and **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 50 hours of both community-based and public school learning experiences. All Fairmont State students who plan to major in a Teacher Education field must complete the EFE.

PROGRAM STRUCTURE

EFE COMMUNITY
In this field experience, candidates gain valuable learning experiences while working in a community agency, organization or after-school program. During this experience, candidates:

- self-select a site that adheres to the EFE Guidelines for Site Selection Approval
- complete 30 hours that are spaced over a minimum of five visits at the same location

The EFE COMMUNITY site must be approved in advance by the School of Education.

Candidates may receive credit for pre-college community based learning experiences that were completed no earlier than their junior year in high school.

Information on acquiring pre-college credit, along with other important details related to EFE COMMUNITY is provided in Section 2 of this manual.

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 3 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.
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 3 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 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.
CHAPTER TWO

EFE COMMUNITY

“Everyone and everything around you is your teacher.”

Ken Keyes
Early Field Experience COMMUNITY
GUIDELINES FOR SITE SELECTION APPROVAL

EFE COMMUNITY is designed to be completed in a community-based agency or after-school program. The purpose of this admissions requirement is for pre-education candidates to gain an understanding of the learning context for children outside of the regular school day. (Candidates who participated in learning experiences prior to college may be awarded credit for EFE COMMUNITY experiences that occurred in a public-school setting.)

Community-based learning experiences conducted during the junior and senior years of high school may be accepted for EFE COMMUNITY provided they meet all program requirements. Please do not go to or contact any public school for EFE COMMUNITY with the intention of completing volunteer hours in a traditional school during a regular school day.

SITE SELECTION PROGRAM REQUIREMENTS
To receive EFE COMMUNITY credit, the site must:

- Be a community-based, after-school or agency program that takes place in a public organization (No babysitting, individual home tutoring etc.)
- Provide an opportunity to actively work with (not just observe) school-age children (Pre-Kindergarten – 12th grade) either one-on-one with a child as part of an organized group, or by participating in small or large group work etc.
- Include working with a supervisor who is always present during the time that the candidate is with the students. (Please note that candidates may not work at a site where they would be under the direct supervision of a relative or significant other.)
- Complete a Site Application & Approval form
- Be approved by the Fairmont State University School of Education

ADDITIONAL INFORMATION
- EFE COMMUNITY is a self-selected site and can be completed at home, over breaks, summers etc. and can be paid or volunteer.
- The total required time for this field experience is 30 hours that must be divided into a minimum of five separate days.
- Days can be spaced throughout the semester; but must be completed during the same semester in which it is started.
- Candidates should take a copy of the Letter to the Site Supervisor (located at the end of this section) with them to their first site visit. This letter helps site supervisors become familiar with the purpose of the EFE Community and the type of experiences the candidate should have during their 30 hours.
Early Field Experience COMMUNITY
SITE APPLICATION & APPROVAL FORM
(UG Developmental Portfolio)

Directions: Submit completed form via fax, email or hand deliver to Carol Tannous, Director Destination Education using the contact information provided at the top of this form. Candidates will receive notification of site approval or denial via campus email or by picking up the original forms within two weeks of submission.

SECTION ONE: CANDIDATE INFORMATION (Please Print)

Last name: _________________________________________     First Name _____________________________ MI___
Anticipated Major: _____ Elementary Education     _____ Secondary Education
Specialization area (if applicable) such as Art, Social Studies, etc. ____________________________________________
FSU Email: ___________________________
(Note: ALL Teacher Education candidates & majors must activate, monitor and use their Fairmont State email.)
Preferred Phone: (_________) ___________- ________________

I am requesting approval for the following Early Field Experience credit:
___ Pre-college (completed no earlier than high school junior year)
___ Upcoming work to be completed (30 hours)

SECTION TWO: INFORMATION ON FIELD EXPERIENCE SITE
(TO BE COMPLETED BY THE SITE SUPERVISOR. PLEASE PRINT. USE ADDITIONAL SPACE AS NEEDED)

Program Name: ______________________________________________________________
Contact Person/Site Supervisor: __________________________________________________
Email: ____________________________________________________________________
Phone: (_________) -  ________________________________
Program Location Address: ______________________________________________________________
                                      Street Address/PO Box
                                      ______________________________________________________________
                                      City, State, Zip Code
Brief Description of Program:

Number of Students/Children Served by the Participating Program: ______

Description of Students (age, socio-economic background, etc.)

Benefit of Program for Students:

SECTION 3: STATEMENT OF AUTHENTICITY
(To be completed by student and site supervisor)

By providing my signature in the space below, I commit to participating in this field experience or verify that this field experience has been completed as described. I also certify that the information listed above is true, complete, and correct.

Candidate Signature ___________________________________________ Date ____________

I confirm that this experience will provide this Fairmont State University candidate with an opportunity to interact with school-aged children (Pre-Kindergarten – 12th grade) and supervising adults in an organized setting. It will also provide the candidate with an opportunity to exhibit his/her potential to work with children and to become a teacher.

I also confirm that I have discussed all site-specific policies and procedures and any additional specific requirements the student may need to complete prior to their first day including a criminal background check, TB test, etc.

Site Supervisor Signature ___________________________________________ Date ____________

FOR OFFICE USE, ONLY. DO NOT WRITE BELOW THIS LINE

Date ___________________________ Email Fax Hand Deliver

Signature, Director, Destination Education ________________________________

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Early Field Experience  *COMMUNITY*
PRE-APPROVED AGENCIES & ORGANIZATIONS

Items listed below in bold are names of official organizations. If you have an organization or setting you would like to be considered that is not on the list below, please contact Carol Tannous to discuss possible approval of the location.  **Pre-approved experiences must (1) have taken place in a public setting where (2) the candidate worked with school-aged children and (3) assisted the student in learning something.**  Both paid and volunteer settings are permitted so long as the work with the student took place no earlier than the candidate’s junior year in high school.

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<thead>
<tr>
<th>After-School programs</th>
<th>Programs for pre-school aged children</th>
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<tbody>
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<td>Big Brothers/Sisters</td>
<td>Sacred Heart Daycare</td>
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<tr>
<td>Boy and Girl Scouts of America</td>
<td>Summer Camps &amp; Programs (must have an academic orientation)</td>
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<td>Child care programs</td>
<td>The Shack Neighborhood</td>
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<td>Community based sports programs</td>
<td>House(M)</td>
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<tr>
<td>Church-based programs may be used if primary activity/focus is not religiously based (may include tutorial programs, summer camp, and enrichment programs)</td>
<td>Tutorial programs</td>
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<tr>
<td>Community-based shelters and locations that provide support to children and families, where supervised tutoring and activities for children are provided.</td>
<td>World Vision Kids Reach</td>
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<tr>
<td>Early Learning Academy (M)</td>
<td>Wonderland Learning and Childcare Center</td>
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<tr>
<td>Energy Express</td>
<td>612 Mac</td>
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<td>Enrichment programs</td>
<td>4-H Clubs</td>
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<tr>
<td>Fairmont State Reads</td>
<td>*(M) = Morgantown, WV</td>
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<tr>
<td>Fairmont State Counts</td>
<td>*(C) = Charleston, WV</td>
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<tr>
<td>Head Start</td>
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<tr>
<td>Playworks CDC – (M)</td>
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<td>Pleasant Day Daycare (M)</td>
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</table>

*(M) = Morgantown, WV
*(C) = Charleston, WV
Early Field Experience COMMUNITY
STEPS FOR RECEIVING EFE COMMUNITY CREDIT

The following components must be present to be awarded EFE COMMUNITY credit for future or already completed experiences:

SITE APPLICATION AND APPROVAL FORM

This form is a required component of the Teacher Education Admissions Portfolio and must be completed by both the candidate and the site supervisor. Candidates who would like to receive credit for experiences completed prior to college must be able to take this form back to the site location for completion to be considered.

DISPOSITION REPORT AND RUBRIC

A Disposition Report (Appendix A) must be completed and signed by the site supervisor. This should be the most appropriate person available to provide an evaluation of the candidates’ performance during their experience. Candidates who would like to receive credit for experiences completed prior to college must be able to take this form back to the site location for completion by the appropriate Site Supervisor.

REFLECTION PAPER

Candidates will be required to submit a one page reflection paper on EFE COMMUNITY. Guidelines for completion of this paper can be found in Section 4: Developmental Portfolio and in the online TaskStream Developmental Portfolio.
Early Field Experience COMMUNITY
LETTER TO SITE SUPERVISOR

Dear Site Supervisor,

Thank you for agreeing to participate in the Fairmont State University Early Field Experience (EFE) program. This program is designed to help college students become familiar with the type of work educators do in both the community and public school settings and to provide students with an opportunity to interact with PreK – 12th grade students in an organized setting.

Pre-Teacher Education candidates are required to spend 30 hours (spaced over a minimum of five visits) in a community-based or after-school setting working as an assistant, aide, helper etc. Candidates should be actively involved with the students. Examples of how they can assist you are:

- Read with a student or small group
- Assist with a homework assignment
- Assist with learning a skill
- Work with small groups on a project or class work
- Assist with station or computer work
- Assist with the operational functions of the classroom

Please support this candidate in learning about the qualities associated with being a good educator by taking a moment to review the attached Dispositions Report with the candidate and provide feedback to them throughout their EFE at your site.

For many, this experience will help a candidate decide if they want to become a teacher. Your influence and guidance is valuable in helping them make this decision. Thank you for your support.

Sincerely,

Carol A. Tannous
Director, Destination Education Program
Coordinator, Wilderness Explorer Program
Fairmont State University
CHAPTER THREE

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

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Early Field Experience *PDS*
Diverse Professional Development School
APPLICATION PROCESS & PLACEMENT INFORMATION

The second part of 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 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 ____________
Diverse Professional Development School (PDS)
PREPARING FOR THE PUBLIC SCHOOL EXPERIENCE CHECKLIST

The 20 hour EFE PDS is one of the last admissions requirements a student completes before applying to the teacher education major. As you review this packet, pay careful attention to items that have the word (PORTFOLIO) after them. You will need to collect these documents for submission of your Undergraduate Admissions Portfolio into the Teacher Education major. The UG Developmental Portfolio can be accessed in Taskstream approximately two weeks after submission of the EFE PDS Application.

SECTION 1 – THE APPLICATION PROCESS

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<thead>
<tr>
<th>PROCESS</th>
<th>DEADLINE</th>
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<tbody>
<tr>
<td>COMPLETE EFE PDS PLACEMENT APPLICATION (PORTFOLIO)</td>
<td>One week from application deadline</td>
</tr>
<tr>
<td>Attend an informational meeting or stop by 307/308 ED to complete this process. Applications must be received in 307 ED by 4:00pm on the deadline date to be considered.</td>
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<tr>
<th>SCHOOL PLACEMENTS POSTED</th>
<th>One week from placement posting</th>
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<tbody>
<tr>
<td>School assignments &amp; PDS Coordinator contact information will be posted on the lime EFE PDS bulletin board next to 328 A ED.</td>
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<table>
<thead>
<tr>
<th>ESTABLISH INITIAL CONTACT WITH PDS COORDINATOR</th>
<th>Two weeks from placement posting</th>
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<tbody>
<tr>
<td>✅ Email the PDS Coordinator immediately.</td>
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</tr>
<tr>
<td>✅ Introduce yourself as an FSU PRE-teacher education student who has been assigned to their school for completion of the 20 hr. Early Field Experience Pre-teacher Education Admissions requirement.</td>
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</tr>
<tr>
<td>✅ Identify blocks of times you are available to go to the school. BE flexible.</td>
<td></td>
</tr>
<tr>
<td>✅ Remember you must visit the school a minimum of five times.</td>
<td></td>
</tr>
</tbody>
</table>

| FINALIZE SCHEDULE WITH PDS COORDINATOR OR HOST TEACHER | |
|--------------------------------------------------------| |
| Determine an agreed upon start date and mark it in your calendar. | |

IMPORTANT
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 same public school term. Failure to do so will result in a student having to repeat the EFE PDS application process. Candidates who do not hear from their PDS Coordinator by the end of the FIRST contact deadline are responsible for notifying Carol.Tannous@fairmontstate.edu IMMEDIATELY. This should be done by forwarding the original email sent to the PDS Coordinator to Carol as proof of the attempt and for follow-up.
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.
  Note: The School of Education does NOT need to see evidence of your completed CBC. This is for entrance into the public schools only.
- CBC remains valid for all field experiences (EFE, 30hr, and 75 hr.). Candidates are required to repeat the CBC process when completing their application for a WV Student Teaching Permit (which requires both a WV and federal background check.)
- **Beginning fall 2016 the criminal background check requirement for the EFE PDS, 30 hr. & 75 hr. field experiences will be administered by a new ONLINE background check company. Specific instructions on how to complete the online process will be provided to students separately.**

___  **Tuberculosis Testing (TB)**
By law, any individual entering the WV public school system must first have a TB test. These tests are available at most local clinic’s (Med Express), doctor’s offices, health departments etc.
- Require candidates to have an inoculation and a return visit within 48-72 hrs. to have the results read.
- Are valid for 3 years

___  **SoE Teacher Candidate Identification Badge**
- A special FSU SoE badge that identifies you as a Teacher Education candidate is required for entrance into the schools. You will be notified via email when your badge is available for pick-up. **STUDENTS MUST PROVIDE $6.00 CASH to the PDS OFFICE in 328a ED to be placed on the badger order list. The deadline for ordering a badge will be TWO WEEKS AFTER the assignments have been posted.**
- This badge should be kept, as it will be valid for all field experiences up to student teaching.

___  **Read an Introduction to Dispositions: Becoming a Pro at Professionalism**
Learn how to present yourself as a new professional by reviewing Chapter 1 of the online EFE Manual.

SECTION 3 - EFE PDS Manual

Candidates can prepare for the EFE PDS experience by reviewing the online EFE PDS Manual. This resource provides valuable information on the EFE PDS experience including printable documents you will need for your Taskstream Admissions Portfolio. Any document marked (PORFOLIO) is required for your Admissions Portfolio and must be collected back from the Host Teacher.

www.fairmontstate.edu  ➔  “Academics” tab  ➔  School of Education, HHP  ➔  Undergraduate Programs  ➔  Destination Education  ➔  Early Field Experience Manual

Go to Table of Contents
SECTION 4 – 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. All forms (except the Disposition Report) are in and can be printed from Chapter 3 of the online EFE Manual. (Tip: Locate each form in the Table of Contents and select the hyperlink; this will take you directly to the correct page.)

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 for (1) information only or (2) information and signature. In the latter case, this form MUST be returned directly to you and should be SAVED for inclusion in the Teacher Education Admissions Portfolio. Under no circumstances should the PDS Coordinator or Host Teacher send ANY form back to FSU on behalf of the candidate. Candidates are strongly encouraged to notify their PDS Coordinator and/or Carol Tannous immediately should problems occur with collecting forms back from a teacher. Differences in the documentation processes for the EFE and other field experiences can sometimes create confusion in the public schools that is 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 this document for your admissions portfolio.

___ WV Criminal Background Check (CBC) & Tuberculosis (TB) Test (Make a copy of TB test for your records.)
Provide a copy of your WV CBC results OR receipt to your PDS Coordinator/school official (not the SoE); they 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 appropriate person (Coordinator/Host Teacher). 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.

___ Pick up FSU PDS Identification Badge and copy of your original EFE PDS Application (PORTFOLIO)
Candidates will be notified via campus email when the badges have arrived. Badges cost $6.00 (cash) and must be ordered in advance. Candidates can complete this process in 328A ED.

___ Medical History & Emergency Form
This form will only be opened in the event 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.

___ Professional Dress
Candidates are expected to dress professionally (at a minimum business casual attire). DO NOT use teachers in the school as your barometer for how to dress; they already have jobs! If you came to school without any dress clothes consider borrowing (friends, RA, roommate etc.) or visit one of Fairmont local thrift shops (I like to refer to them as The Boutique) for a cost-effective way to address this issue.

Go to Table of Contents
Section 5 – DURING EFE PDS SCHOOL VISIT

Be sure to take a *Daily Reflections & Time Log* form with you **every time** you enter the school. It is important that the Host Teacher sign every form to verify hours completed. These forms are required for your PORTFOLIO. Please notify your PDS Coordinator or Destination Education if you are having problems with this requirement.

As part of your Admissions into Teacher Education PORTFOLIO, you must collect one artifact during your 20 hr EFE PDS experience. Below is a copy of the directions in the Taskstream UG Developmental Portfolio that outlines this requirement.

**BE SURE TO COLLECT AN ARTIFACT PRIOR TO THE COMPLETION OF YOUR 20 HOURS IN THE SCHOOL!**

---

**EFE PDS Artifact & Reflection (PORTFOLIO)**

At the end of your placement in a Diverse Professional Development School (PDS) you will be required to attach a digital **ARTIFACT** (for example, a scanned example of student work, picture of student work, etc.) and submit a brief **REFLECTION** paper in your Taskstream portfolio. This artifact and reflection paper focuses on addressing the needs of diverse learners. Diverse learners are defined as learners 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. Your reflective paper should include:

You must 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 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

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**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 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 the FSU Director of Destination Education AND their PDS Coordinator of their decision.**
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 ___________________________________    MI _____

Current Hometown (city/state) ______________________________________   ______

Circle one (for school name badge):   Ms./Mrs./ Mr.   Circle One (Currently Enrolled in):   Fairmont State   Pierpont

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

Do you have a school ID from a previous EFE PDS application?  Yes ___ No___

FSU/PIERPONT Email _______________________________________________________________  

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 ___ Record 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 eight schools can be used for the EFE PDS.)

<table>
<thead>
<tr>
<th>#</th>
<th>MARION COUNTY</th>
<th></th>
<th></th>
<th>HARRISON COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jayenne Elementary</td>
<td>#</td>
<td>Barrackville (K-8)</td>
<td>Nutter Fort Primary</td>
</tr>
<tr>
<td></td>
<td>Grades PreK-4</td>
<td></td>
<td>Grades K-8</td>
<td>Grades PreK-2</td>
</tr>
<tr>
<td></td>
<td>(Approx. 1.25 miles/ 5 min.)</td>
<td></td>
<td>(Approx. 3.25 miles/10 min.)</td>
<td>(Approx. 25 miles/30 min.)</td>
</tr>
<tr>
<td></td>
<td>East Park Elementary</td>
<td></td>
<td>Monongah Elementary</td>
<td>Nutter Fort Intermediate</td>
</tr>
<tr>
<td></td>
<td>Grades PreK-6</td>
<td></td>
<td>Grades PreK-4</td>
<td>Grades 3-5</td>
</tr>
<tr>
<td></td>
<td>(Approx. 2.75 miles/10 min.)</td>
<td></td>
<td>(Approx. 5 miles/10 min.)</td>
<td>(Approx. 25 miles/30 min.)</td>
</tr>
<tr>
<td></td>
<td>West Fairmont Middle</td>
<td></td>
<td></td>
<td>Washington Irving Middle</td>
</tr>
<tr>
<td></td>
<td>Grades 5-8</td>
<td></td>
<td></td>
<td>Grades 6-8</td>
</tr>
<tr>
<td></td>
<td>(Approx. 1.25 miles/5 min.)</td>
<td></td>
<td></td>
<td>(Approx. 22 mi/30 min -Clarksburg)</td>
</tr>
</tbody>
</table>

Please indicate any special circumstances (if any) to be considered when being placed in one of the above public schools or write NA in the space below:

FOR ADMINISTRATIVE USE. DO NOT WRITE BELOW THIS LINE.

=====================================================================

School Assignment: JA EP WFM BA MO NFP NFI WI PDS Coordinator ________________

Term: FALL SPRING Year______________   NOTES:

Revised 2.6.2017

Go to Table of Contents
DIRECTIONS FOR COMPLETING AN ONLINE CRIMINAL BACKGROUND CHECK FOR ENTRANCE INTO THE PUBLIC SCHOOLS (updated 9/1/2016)

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 - 30 hrs.) 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.

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.
DIRECTIONS FOR OBTAINING A TUBERCULOSIS (TB) TEST FOR ENTRANCE INTO THE PUBLIC SCHOOLS (updated 1/25/2017)

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:

- **Call Student Health Services to Make an Appointment**
  
  Walk-in service is not available for innoculations as they must be ordered in advance from an outside agency. To reserve an appointment time, call 304.367.4155 or stop by the Student Health Center which is located on the 3rd floor Falcon Center.
  
  *It is important to note that a return visit is required to complete the TB test process. Students must be available to re-visit the Student Health Center within 48-72 hours after receiving a TB inoculation 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 (CASH ONLY) with you on the day of the test.**

- **Be sure to have your student identification card with you on the day of the visit.**

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.

For TB testing dates and additional information on other Health and Wellness services provided by the Fairmont State Health Services go to [http://www.fairmontstate.edu/falconcenter/health-services/health-services-available-testing](http://www.fairmontstate.edu/falconcenter/health-services/health-services-available-testing).
Early Field Experience PDS  
Diverse Professional Development School  
LETTER TO PDS POINT OF CONTACT

Dear Teacher,

Thank you for accepting a candidate 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.

Early Field Experience students have already completed 30 hours of community-based learning experiences and 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,

Barb Owens  
Director of Clinical Services  
FSU/PDS Partnership

Go to Table of Contents
Early Field Experience *PDS*

**Diverse Professional Development School**

**SUGGESTED ACTIVITIES FOR EARLY FIELD EXPERIENCE PDS**

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 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 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 PDS  
Diverse Professional Development School  
HOST TEACHER & STUDENT APPLICANT AGREEMENT

Directions: Complete all sections of this form with the Host Teacher. Candidates should retain this form to include in their Admissions Portfolio.

CANDIDATE INFORMATION (Please Print)

Last Name _____________________ First Name _____________________

Email ______________________@students.fairmontstate.edu

Preferred Phone Number __________-____________-____________________

*Please indicate 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 experiences in a learning and teaching environment prior to application to the Teacher Education Program. The goals of EFE PDS are:

- 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 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-hour EFE PDS requirement as outlined in the Letter to the Host Teacher.

________________________________________________  (Date) ______________________
Early Field Experience *PDS*
Diverse Professional Development School

DAILY REFLECTION AND TIME LOG

As part of the Early Field Experience (EFE) final portfolio, candidates will need to write a *Personal Reflection of Site Experience* paper for each Early Field Experience site. The purpose of the *Daily Reflection Log* is to assist candidates in keeping a record of their thoughts and activities throughout each EFE. Daily logs can then be used as a guide to write each *Personal Reflection* paper. *This form should be duplicated and completed by the candidate and the host teacher at the end of EACH site visit.*

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

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

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

Date__________  Time Arrived__________  Time Completed__________

HOST TEACHER SIGNATURE ______________________________________________________________
FSU Clinical Student (Early Field Experience)
Medical History & Emergency Form

Name: ______________________________________________________________________

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 all medical bills that can incur while in my PDS placement at ________________________ School.

Signature of Clinical student: ____________________________ Date: ______________

Go to Table of Contents
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: __________________________
CHAPTER FOUR
DEVELOPMENTAL PORTFOLIO

“Success is not a place at which one arrives, but rather the spirit with which one undertakes and continues the journey.”
Alex Noble
Early Field Experience
ARTIFACTS & REFLECTION PAPERS

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.

INTRODUCTION REFLECTION PAPER
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?

SITE EXPERIENCE ARTIFACTS AND REFLECTIONS

EFE: COMMUNITY (Formerly EFE 1 & 2)
The purpose of the second paper is for you to describe an activity you engaged in with a student and discuss how that activity helped you better understand what is considered “good teaching”.

EFE: PDS (Formerly EFE 3)
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.
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 artifacts and reflection papers 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](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: COMMUNITY (Formerly EFE 1 & 2)
  __ Site Application and Approval Form
  __ Dispositions Report
  __ Reflection Paper
__ EFE: PDS (DIVERSE PUBLIC SCHOOLS) (Formerly EFE 3)
  __ 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)
  __ Artifact
  __ Reflection Paper (on an artifact related to diverse learners)
Early Field Experience
DISPOSITION REPORT
(UG Developmental Portfolio)

“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) Per 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. The EFE PDS is an admissions requirement and not part of a course. As such, please return the original form directly to the 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 COMMUNITY</th>
<th>EFE PDS</th>
</tr>
</thead>
</table>
| Contact Person | Carol Tannous
Director, Destination Education | Barbara Owens
*Director of Clinical Experiences, PDS Partnership |
| Address | 307 Education
1201 Locust Ave
Fairmont, WV 26554 | 328 Education
1201 Locust Ave
Fairmont, WV 26554 |
| Email | Carol.Tannous@farimontstate.edu | Barbara.Owens@fairmontstate.edu |
| Fax | 304-367-4599 | 304-367-4599 |
| Phone | 304.367.4025 | 304.367.4886 |

PLEASE PRINT

Candidate Name: ________________________________

Last First

Program Name: _____________________________________________

Contact Person/Site Supervisor: ________________________________

Email: _____________________________________________________

Phone: (__________)-___________-____________

Program Address: ________________________________

Street Address/PO Box City, State, Zip Code
## DISPOSITIONS RATING

Candidate Start Date _______________________ End Date (Last day) ____________________

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

| REFLECTIVE                       |                |       |            |               |
| ☐ Self-Assessment                |                |       |            |               |
| ☐ Sound judgment – Critical thinking |          |       |            |               |

| RESPONSIVE                       |                |       |            |               |
| ☐ Communication                  |                |       |            |               |
| ☐ Fairness                       |                |       |            |               |
| ☐ Collaborative                  |                |       |            |               |
| ☐ Respectful                     |                |       |            |               |

COMMENTS:

Site Supervisor/Host Teacher Signature  ________________________________

Date _________________________
# DISPOSITIONS RUBRIC

## RESPONSIBLE

### 1. Attendance, Punctuality & Preparedness

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
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<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>
<td></td>
</tr>
</tbody>
</table>

### 2. Appearance and Demeanor

<table>
<thead>
<tr>
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</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>
<td></td>
</tr>
</tbody>
</table>

### 3. Initiative

<table>
<thead>
<tr>
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### 4. Ethical Issues

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### REFLECTIVE

#### 1. Self-assessment

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<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>
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### RESPONSIVE

#### 1. Communication

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<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>
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<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>
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</tr>
</thead>
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<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>
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<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. Can 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>