
University of Nebraska at Kearney

Field CAEP 2.3
Experience
Handbook
Teacher
Education

First Edition, Revised July 2016

Introduction

Why are field experiences necessary for teacher candidates?

Rule 20

In accordance with the **Nebraska Department of Education Rule 20** (Title 92, Nebraska Administrative Code, Chapter 20), the University of Nebraska at Kearney College of Education requires that all teacher candidates have a minimum of 100 clock hours of pre-student teaching field experience. The field experience courses are intended to provide this experience.

The field experiences at UNK provide students pursuing a career in education with unique opportunities to observe educational settings and methods from a professional perspective and also to participate in the application of educational theory for the purposes of reflective and well-informed decision-making. By the time field experience students enter student teaching, they have had opportunities to develop a broader view of the “behind the scenes” workings of the teaching profession and the everyday demands placed upon teachers.

Furthermore, UNK adheres to the standards of the Council for the Accreditation of Educator Preparation (CAEP). This ensures that effective partnerships and high-quality field experience are central to preparation, so that teacher candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.



REVIEW 1.1

In order to attain certification as a teacher in Nebraska, what minimum number of field hours must show on one's college transcript?

- A.** 50 hours
- B.** 100 hours
- C.** 200 hours
- D.** Varies from year to year

Check Answer

Field Experience Placement Policy

For nearly all field placements, UNK course instructors will determine the arrangements that meet both program and Rule 20 policies.

Field experience students will be asked to disclose information that allows the course instructor (field supervisor) to make appropriate field placements that abide to the following:

- 1. Field experience students may not be assigned to a school building where a relative is currently employed.**
- 2. Field experience students may not complete their field experience in a classroom where they have relatives in attendance, such as children or siblings.**
- 3. Field experience students may not be assigned to a cooperating teacher who has previously taught the field experience student without special permission from the TE Department Chair.**

Professionalism

In this section, learn about expectations for professionalism in the following five areas:

- Standards of Conduct and Ethics
- Professional Behavior
- Dress Code
- Confidentiality
- Contacting Schools

Standards of Conduct & Ethics

The following principles are based on the *Standards of Conduct and Ethics for Holders of Public School Certificates* published by the Nebraska Department of Education.

PRINCIPLE I

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, sexual preferences or ability level.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities to which a special services counseling certificate is issued in Nebraska.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall seek no reprisal against any individual who has reported a violation of these standards.

PRINCIPLE II

Mindful that a profession exists for the purpose of serving the best interests of the student, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- Shall keep in confidence personally identifiable information that has been obtained in the course of professional service,

unless disclosure serves professional purposes, or is required by law.

- Shall not tutor for compensation with students assigned to his or her classes unless approved by the administration.
- Shall not discipline students using corporal punishment.

PRINCIPLE III

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair professional judgment.

-
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
 - Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
 - Shall, with reasonable diligence, attend to the duties of his or her professional position.

PRINCIPLE IV

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

- Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

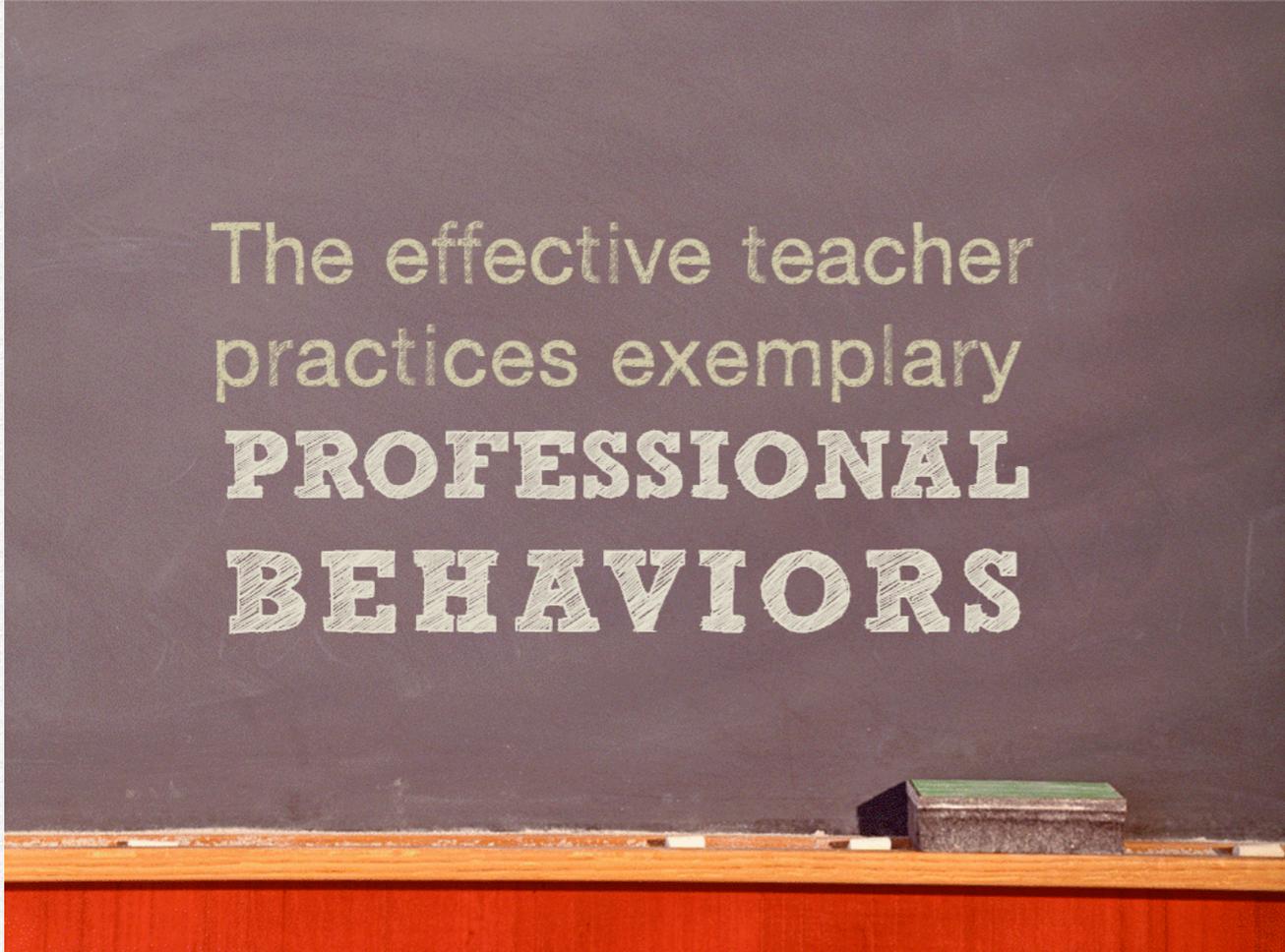
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.



Section 2

Expectations for Teacher Education Classes

(also known as The TE Big 8)

A photograph of a chalkboard with text written on it. The text reads: "The effective teacher practices exemplary PROFESSIONAL BEHAVIORS". The words "PROFESSIONAL" and "BEHAVIORS" are in a larger, bold, white, hand-drawn font, while the rest is in a smaller, yellow, sans-serif font. The chalkboard is dark grey and has a wooden ledge at the bottom.

The effective teacher
practices exemplary
PROFESSIONAL
BEHAVIORS

1. Attend and be punctual to all class meetings and field experiences.
2. Handle any absence professionally by emailing the instructor prior to the absence.
3. Come to all class meetings and field experiences prepared.
4. Complete assignments in their entirety and submit them on time.
5. Participate and be engaged in all class activities.
6. Collaborate in a manner that demonstrates equitable contributions and respect for others.
7. Use all forms of technology for class purposes only.
8. Comply with the [UNK Academic Integrity Policy](#).

Professional Behavior

1. Always remember you are guests in the school and the professionals with whom you come into contact with are potential employers and/or professional references. Professional behavior begins on the first day and continues every time you are in the schools.

2. Professional behavior includes:

- physical appearance
- vocabulary
- interactions with students and staff
- positive attitude and demeanor
- no gum chewing
- use of faculty/staff restroom (do NOT use restrooms intended for students)

3. All written communications must be professional which includes correct spelling, punctuation, and grammar. The use of slang or jargon in oral and written communication should be avoided.

4. Appropriate usage of technology includes:

- electronic tablets/computers/cameras for instructional purposes
- cell phones for emergency purposes

5. Inappropriate usage includes:

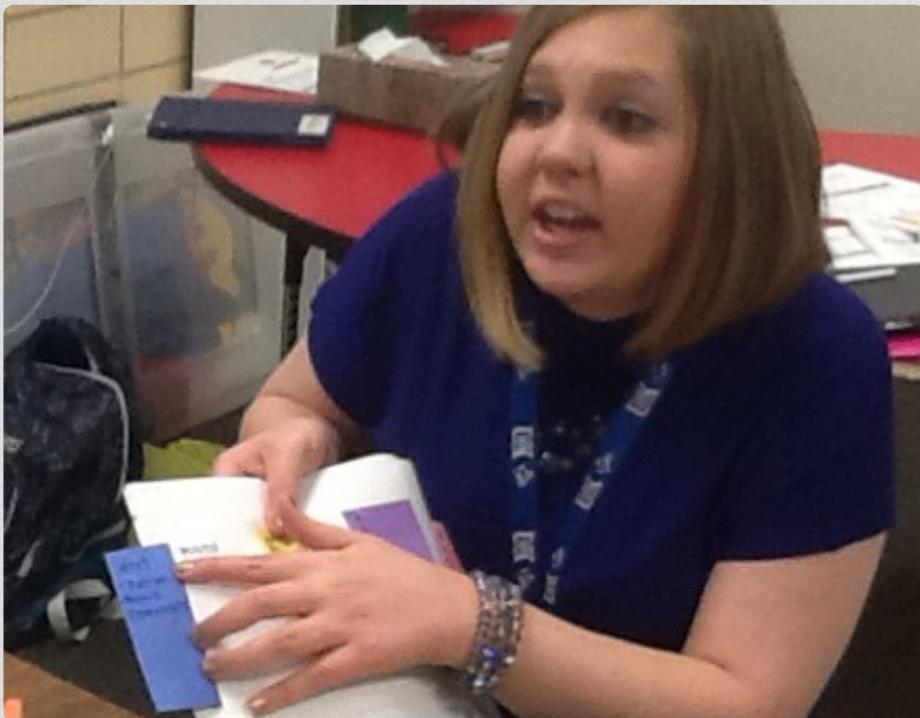
- social media sites (not limited to Facebook, Twitter, email, Instagram, etc..)
- “friending” students or parents on social media sites

Finally, keep in mind that your appearance and activities outside of the school may be observed by students, teachers, parents of students, and/or administrators.



Dress Standards

Field Experience students must adhere to any specific dress standards required by the placement school and to a professional standard of attire in general. Professional attire for field experience students demonstrates a high regard for the profession. First impressions are crucial to landing a job.



All Field Experience students are advised to follow these general rules:

- no sweatshirts, athletic apparel, t-shirts, low-cut shirts, tank tops, leggings, tight pants, or spaghetti straps
- no denim jeans, sweatpants, low-rise pants, sagging pants, shorts, or short skirts
- no caps, hats or bandanas indoors
- no bare skin showing on the stomach, shoulders, or back
- no visible underwear when sitting, standing, or bending
- no flip flops, athletic sandals or tennis shoes
- no body-piercing jewelry (other than earrings); limit the number of earrings
- no visible tattoos
- no excessive make-up, perfume/cologne or lotion
- no overpowering odors (such as smoke, etc.)
- no gum chewing

In addition, seek information about the assigned school to ensure that no clothing that is prohibited for students/staff is worn.

Section 5

Confidentiality



Under the Family Educational Right to Privacy, (Buckley Amendment), students have specific rights associated with confidentiality. Partner Schools entrust the field experience students with the responsibility for safeguarding those rights. Therefore, it is imperative that all field experience students understand the importance of maintaining student confidentiality. Any information to identify a student must be carefully omitted in any conversation with anyone other than the cooperating teacher or principal. Confidential information includes:

- name
- parent's occupation
- specific characteristics
- ability levels
- birthdate
- identification number
- relationship to individuals within the school or community
- publicly known accomplishments or activities
- academic ability/readiness (grades, test scores, etc...)
- student records (cumulative folders)

Any field experience coursework must remain confidential of the P-12 students. Photocopies of student's work, individualized educational programs (IEPs), etc. to be used by the field experience student for course-related purposes must have all identifying information omitted.

Videotaping, audio taping, or photographing students is expressly prohibited unless the field experience student has prior approval by the principal and/or classroom teacher. This also includes when field experience students videotape themselves for self-evaluation purposes. All recorded media, such as photos, videos, audios, must be destroyed. Field experience students must adhere to the school district's policy for videotaping and photographing.

Situations may arise when a field experience student has information about illegal/questionable activities that must be reported. The field experience student will share the information with the cooperating teacher and the university supervisor. The cooperating teacher will report the situation to the appropriate staff members as deemed by the school's policies.

Nebraska state law mandates that all adults report child abuse and neglect.

Adults MUST report when an adult has reasonable cause to believe that a child has been subjected to abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in abuse or neglect...-Nebraska Revised Statute 28-711

Reports are to be made to this toll free number:

1-800-652-1999 (Child Abuse and Neglect Hotline)

If it is an emergency, call 911.

Contacting the Schools

The Teacher Education instructors will provide the necessary details about the placement for field experience per course.

If applicable, after receiving the placement request, students are expected to contact the cooperating teachers to arrange a meeting time to form a schedule.

If students must miss their scheduled times due to unforeseen circumstance(s), they must call the main office at the partner school to leave a message for the cooperating teacher in advance (or as soon as possible) to notify of absence. ***Do not depend on e-mail*** for this notification as teachers may not always have access to their e-mails before classes start each day. Follow up with an e-mail to confirm the absence and plans for making up the session.

Checking in at the Schools

Whenever students enter field placement facilities, they must go directly to the main office and check in before going to the classroom.

- Wear your UNK lanyard with a display of your UNK photo ID
- Ask office staff if additional visitor badge is necessary



REVIEW 2.1

Question 1 of 3

Which example outlines the proper way to contact the school to communicate a field absence

- A.** Call the school office and leave a message for the cooperating teacher
- B.** Email the cooperating teacher as soon as possible
- C.** Email the UNK instructor/field supervisor, who will then contact the school



Check Answer



REVIEW 2.2

Which of the following dress attire is acceptable according to the Field Experience Handbook?(mark all that apply)



Check Answer

REVIEW 2.3

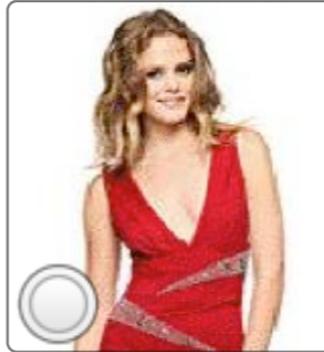
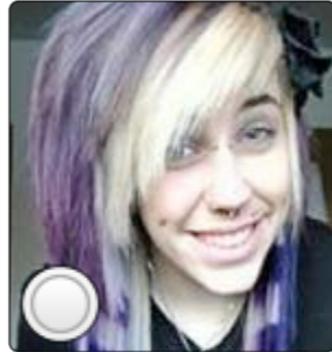
Which of the following dress attire is acceptable according to the Field Experience Handbook?(mark all that apply)



Check Answer

REVIEW 2.4

Which of the following dress attire is acceptable according to the Field Experience Handbook?(mark all that apply)



Check Answer

Field Experience Descriptions

3

Which UNK
courses require
field experiences?

100 - 200 Level Field Experiences

TE100GS: Teaching in a Democratic Society - 3 credit hours

Prerequisite: none

Concurrent enrollment in a matched section of PSCI 110GS is encouraged. TE100 is the first course for all teacher education majors.

The key course themes are democracy, diversity, and technology. Current educational issues will be explored. The course includes a field experience in K-12 school sites four times a semester. School visits are assigned by the instructors. Students are expected to provide transportation to the sites.

**Online students only: Online students are responsible for their own school selections for the four visits. Please review the Field Experience Placement Policy in Chapter 1.*

TE 204 - Typical/Atypical Growth and Development -4 credit hours

Prerequisite: Sophomore standing or above

This course is one of the two required for Level II education majors. Students will become aware of human growth/development and exceptionalities. As students explore these areas, they will also be made aware of the necessity to adapt to the changes brought to the classroom via diversity. Students will be involved in K-12 field experiences that will provide them opportunities to observe student development, exceptionalities, and diversity. School visits are assigned by the instructors. Students are expected to provide transportation to the sites.

**Online students only: Online students are responsible for their own school selections for the four visits. Please review the Field Experience Placement Policy in Chapter 1.*

300 Level Field Experiences

TE 313 - Field Experience: Math 0.5 Credit hour (twice)

Co-requisite: TE 311* or TE 312**

These field experiences are designed to provide practical application of effective mathematics instructional skills and assessment techniques. During the first* field experience, students will be placed in two elementary classroom settings (lower & upper elementary) for a total of twenty (20) clock hours. Students will implement math activities and assessment procedures with individual students.

For the second** field experience in math, when students co-enroll in TE 312, field experience students will develop and implement math activities, lessons plans, and assessment procedures with small groups and/or the entire class in one elementary classroom setting for a total of thirty (30) clock hours.

TE 317 - Field Experience: Literacy - 1 credit hour

Prerequisite: Admission to Teacher Education

Co-requisite: TE 314* and TE 315 and TE 316

The course is designed to provide practical application of effective primary literacy instructional skills and assessment techniques. Students will be assigned in a diverse elementary (Kindergarten to Grade 3) classroom setting for eight full days. Students will develop and implement primary literacy lessons plans and assessment procedures. Students should expect to travel to schools that meet the diversity requirements.

TE 320 - Field Experience in Secondary Classroom - 2 credit hours

Prerequisite: Admission to Teacher Education

This 100 clock hour field-based experience (80 classroom hours, 20 related professional duties hours) is designed to induct students K-12/Secondary endorsement students into classroom teaching and develop an awareness of the many roles of a professional K-12/Secondary educator. Under the mentorship of a middle/secondary educator, students will progress through a three-stage process including assisting, co-teaching, and limited teaching. Students will also be required to engage in a variety of school-related activities commonly encountered by professional educators.

TE 335L - Field Experience: Inclusive Methods K-3 - 0.5 hour

Prerequisite: Admission to Teacher Education

Co-requisite: TE 335

This course is designed to provide practical application of inclusive practices for kindergarten and primary grade children. Students will work in K-3 classrooms with assigned children who have disabilities, medical conditions, or other special needs that affect learning. Students will engage in experiences that will enhance their knowledge of Response to Intervention, and Special Education services for this age group. The experiences shall consist of 30 clock hours.

TE 343L and 344L - Field Experience: Early Childhood Unified - 0.5 credit hour (twice)

Prerequisite: Admission to Teacher Education (or FSID 150 if Family Studies Major)

Co-requisite: TE 343 or TE 344

This course is designed to provide practical application of integrated, inclusive instructional strategies and assessment procedures for all young children birth through age eight. Students will be placed by their instructor in early childhood inclusive environments. Students in the Early Childhood Unified Program are required to take TE 343 and TE 344 with a lab/ field. Each field placement is a minimum of 30 hours for a total of 60 hours. Students are expected to complete each field placement by scheduling 3-4 hours once a week for 8 -10

weeks. Each of the field placements must be a minimum of 8 weeks to ensure students are able to complete the required activities, observe and document on-going development.

TE 343 w/TE 343L = 30 hours in an approved Infant Toddler program

TE 344 w/TE 344L = 30 hours in an approved Preschool Program

TE 354 - Field Experiences in Elementary School Science, Social Studies, and Content Area Reading - 1 credit hour

Prerequisite: Admission to Teacher Education

Co-requisite: TE 351 and TE 352 and TE 353

This course provides students with 50 clock hours of field experience in the teaching of science, social studies, and content-area reading at the elementary school level. These field experiences are assigned by the instructors. The topics are determined by Kearney Public School's district curriculum and the cooperating teachers' recommendations.

TESE 334L - Field Experience: Assessment and Intervention - 0.5 hour

Co-requisite: TESE 334

This course is designed to provide practical application of the assessment process for screening, identification, planning for intervention and progress monitoring. Students will work in early childhood settings with assigned children who have

disabilities to administer appropriate assessments and use assessment data to make meaningful decisions for intervention. Students will monitor child progress and adjust interventions as needed to maximize development and learning. The experiences shall consist of 30 clock hours.

TESE 464 - Field Experience with K-8 Students – 1 credit hour

Co-requisites: TESE 463 and TESE 467 and TESE 468

The course is designed to provide practical application of learned skills, Students will be placed in a K-8 special education setting for a total of 45 clock hours. Students are to arrange an additional 5 hours of contact which could entail a service project, an IEP meeting, or other approved activity. Students will be placed one-on-one with a special education Mentor. Activities to be completed will include the following.

- A review of research-based interventions
- An intervention plan for a student
- A modified Functional Behavior Assessment
- A Behavior Intervention Plan
- Preparation and implementation of Mentor directed lessons.

Students will also be observed by a University Instructor at least once during the semester.

TESE 471 Field Experience with Students with Multiple Disabilities - 0.5 Credit Hours

Prerequisite: Admission to Teacher Education

Co-requisites: TESE 472 and TESE 473

The course is designed to provide practical experience with students with intellectual, physical and/or multiple disabilities. Students will be required to document 50 clock hours. Hours will be arranged between the student and the placement(s). Some scheduled contact hours may occur in the evening or weekend hours. Experiences will include activities in the community as well as in the school environment. Field trips to specialized programs will also be included. Students will be expected to maintain a reflective journal and document one-on-one and small group leadership and participation.

TE 473 - Field Experience in Middle Level Classrooms - 1 credit hour (twice)

Prerequisite: Admission to Teacher Education

Co-requisite: TE 472

This 100 clock hour minimum (80 hours in the middle school classroom plus 20 hours in related duties) content specific field-based experience is designed to induct students into classroom teaching and develop an awareness of the many roles of a professional educator at the middle level. Under the mentorship of a practicing middle grades educator, students will progress through a three-stage process including assisting, co-teaching, and limited teaching. Students will also be required to engage in a variety of school-related activities commonly encountered

by professional educators at the middle level. Students should expect to travel to schools outside of Kearney to fulfill their 100 hours of field experiences.

TESE 474 – Field Experience in Secondary Special Education – 0.5 credit hours

Co-requisite: TESE 475

The course is designed to provide practical application of learned skills. Students will be placed in a middle school/high special education setting for a total of fifty clock hours. Schedules will be arranged individually by the University Instructor. Students will need to have a 4 hour block of time available during the instructional portion of a typical school day. Contact hours will also be scheduled during the scheduled class time including the final exam time. Activities will include creation of two lesson plans, two observations, and a submission of a lesson plan to Taskstream. Purchase of Taskstream is required. Students are welcome to participate in extra-curricular activities with the approval of the instructor and building administrator.

Music & PE Field Experiences

MUS 356, 01 - Field Experience in the Elementary Music Classroom - 0.5 credit hour

Prerequisite: Admission to Teacher Education, TE306 or TE 319

Co-requisite: Music 357

This 50-clock hour minimum content specific field-based experience is designed to induct students into classroom teaching and develop an awareness of the many roles of a professional educator. Under the mentorship of a practicing elementary music educator, students will progress through a three-stage process including assisting, co-teaching, and limited teaching. Students will also be required to engage in a variety of school-related activities commonly encountered by professional educators.

MUS 467-Field Experience in the Secondary Music Classroom - 0.5 credit hour

Prerequisite: Admission to Teacher Education

Co-requisite: Music 468

This 50-clock hour minimum (40 hours in the secondary music classroom + 10 hours in related duties) content specific field-based experience is designed to induct students into classroom teaching and develop an awareness of the many roles of a professional educator. Under the mentorship of a practicing K-12 secondary music educator, students will progress through a three-stage process including assisting, co-teaching, and limited teaching. Students will also be required to engage in a variety of school-related activities commonly encountered by professional educators.

PE 100 - Principles of Physical Education -2 credit hours

Prerequisite: None

Introductory course for students interested in exploring careers in Health, Physical Education or Coaching.

Students are actively involved in the organization and leading of activities for area 4th graders within the Nebraska Kids Fitness Day event.

PE 121 - Sports Skills for Physical Education - 2 credit hours

Prerequisite: none

Understanding, analysis and performance of team, racquet and lifetime sports.

Students will be involved in K-12 field experience that will provide them opportunities to observe the Physical Education classroom structure, and teaching behavior management styles.

**PE 200- Teaching Sport Skills and Non-Rhythmic Activities
2-3 credit hours**

Prerequisite: PE 100 and PE 121

The course will provide pre-service K-12 physical education teachers with theoretical knowledge and opportunities to apply content knowledge in the development of sport and non-rhythmic activities and lessons. Students will be involved in K-12 field experience that will provide them an opportunity to teach a portion of a lesson in collaboration with a practicing Physical Education Teacher and help complete k-6 physical fitness testing. A service learning project in the area of Health promotion and Physical Education will be completed as well.

PE 241 - Rhythmic Activities for Physical Education Teachers - 2 credit hours

Prerequisite: none

The course provides pre- service physical education teachers with techniques of teaching fundamental rhythms, creative dance, singing games, rhythm band, square and folk dance, social mixers and ballroom dance. Students will be involved in a PreK-6 field experience providing students the opportunity to teach a dance lesson to PreK children and at an elementary school.

PE 325 - Motor Learning and Development - 3 credit hours

Prerequisite: none

The course will address changes in motor behavior over life span with emphasis on childhood through adolescence. Learning of motor skills addressed with particular emphasis on factors of instruction that can be manipulated to ensure acquisition of motor skills. Students will be involved in K-6 field experience by helping with physical fitness testing and completing the test of gross motor development on students at the PreK level.

**PE 369 - Remedial and Adaptive Physical Education -
2-3 credit hours**

Prerequisite: none

This course studies the physical, mental and emotional impairments which limit human performance. Treatment of injuries and disabilities through remedial exercises in the Physical Education classroom will be discussed. Prior completion of PE 360 is recommended. Students will be involved in K-12 field experience in the area of Adapted Physical Education.

**PE 441 - Elementary Physical Education Methods - 3 credit
hours**

Prerequisite: PE 200

The course will involve pre-service physical education teachers to learn about teaching and organization activities and methods for elementary grades. Includes consideration of the exceptional child and early childhood education. Students will be involved in K-6 field experience with the opportunity to teach a lesson.

**PE 471 - Field Experience in Health & Physical Education -
2 credit hours**

Prerequisite: PE 441 or PE 464

Co-requisite: TE 319

The course will be completed by pre-service teachers in a supervised practical experience. Students will be involved in K-8 field experience with the opportunity to develop units, weekly lesson plans, and teach students on a weekly basis throughout the semester.

Appendices

4

- **Costs Involved for Teacher Education Students**
- **Level Three Field Experience Evaluation**
- **Field Experience Termination Policy**

Expected Expenditures for Enrollment in Teacher Education

Extra Expenses

1. Background Checks
2. Praxis I and II tests
3. Taskstream Enrollment Fees
4. iPad
5. Required Apps for iPad in specific courses
6. UNK Lanyard
7. Transportation costs, i.e. gas, own transportation to schools
8. Professional Attire
9. Required supplies needed to support various field experiences

Additional resources:

Admittance to Teacher Education:

<http://aaunk.unk.edu/catalogs/future/ac/acedap.asp#admission>

Taskstream Information:

<https://www.taskstream.com/pub/>

Praxis Information:

<https://www.ets.org/praxis>



Field Experience Evaluation Form

The Field Experience students will be evaluated by their cooperating teachers using the [Field Experience Evaluation](#) form.



Field-Placement Termination Policy

The following procedures will be used when a teacher candidate is removed from a field experience.

At the request of a supervisor, the cooperating teacher or the principal, the teacher candidate may be removed from the field experience for failure to exhibit the dispositions and behaviors appropriate to the profession.

When a determination has been made about a major concern, a conference will be held with the teacher candidate and other involved parties. A discussion will take place to determine if the candidate remains in field experience or needs to be removed.

If the decision is to leave the teacher candidate in the classroom, a written list of recommendations and/or requirements for improvement and a timeline for implementing these recommendations and/or requirements will be provided to the teacher candidate. These recommendations will be recorded on the [Field Experience Intervention form](#). If these improvements are made

during the timeline that is established, the field experience may be considered a success.

If the decision is made to remove the teacher candidate at that time, the steps to be followed are listed below in the "Removal from Field Placement" section. The field experience candidate will be provided with the reasons for the removal in writing. Refer to the [Field Experience Removal Form](#).

If the cooperating teacher and college supervisor feel that additional time is needed to verify the teacher candidate has met the requirements, the field experience may be extended for an appropriate period of time. If it is judged by the cooperating teacher and the college supervisor that improvement is not being made, the decision will be made to remove the teacher candidate from the assignment. The teacher candidate will be provided with the reasons for the removal in writing.

Removal from Field Placement

When there is an apparent problem with the classroom performance and/or the professional performance of a field experience student, the student is notified by the cooperating teacher and the college supervisor and/or university representative of the unsatisfactory performance.

The following procedure will be used for removal of the field experience student.

1. The college supervisor and/or university representative will verbally notify the student of the decision for removal from the field experience by providing specific reasons in writing.
2. The Field Experience Intervention form will be signed by all participants.
3. At this time, the field experience student will be notified of the written appeal procedure.
 - a. The field experience student may appeal in writing to the Department Chair. The Department Chair will make the final decision regarding the field experience removal.
 - b. If the field experience student is a member of the Student Education Association, the student may wish to contact the Nebraska State Education Association for assistance.

Please note: The principal or superintendent has the right to terminate the field experience placement immediately if the field experience student is judged harmful or detrimental to the welfare or educational experiences of students and/or

faculty. This includes unprofessional behavior, continuous ineffective teaching, or violation of school policy. In this case, there may not be “the period specifically for demonstrated behavior” as indicated above. The decision as to the field experience student’s continuance in the program will be made with input from more than one of the following: university representative, the department chair, cooperating teacher, principal, and superintendent.

If a teacher candidate is removed from an assignment, the following options are available for consideration and recommendation by all involved parties:

1. **Official Withdrawal** - If within the University’s calendar, the teacher candidate will officially withdraw from the field experience/co-requisite TE course and a "W" (Withdrawn) will be entered on the transcript.
2. **Removal from the Field Experience/ TE course** - the teacher candidate will be removed from the field experience with the final field experience grade as “NC” (No Credit) and the final TE course grade as “F”.
3. **Removal from Teacher Education Program** - the teacher candidate will be removed from the Teacher Education program with the reported final grade for the field experience being "NC" (No Credit) and the final TE

course grade as “F”. Options one and two may be recommended for a first offense. Option three is generally reserved for a candidate who has been removed from a prior field placement, although this option can be recommended for a first offense, if the seriousness of the situation warrants.

If Option one or two occurs (see page 30), the teacher candidate may re-enroll for the field experience in future semesters. If the teacher candidate’s actions lead to a second non-voluntary removal from the second field placement, the teacher candidate will be automatically removed from the program as listed in Option three.

A written statement of the Chair's decision will be communicated to the teacher candidate. Candidates who disagree with a decision related to a removal from a field experience may file an appeal under these procedures:

Program Decision Review: This process is available only to review allegedly unfair decisions, not mere differences of opinion regarding the professional judgment of individuals who made the decision. A decision related to a removal from a field experience may be considered unfair if the decision:

- Was based on factors other than compliance with teacher education program requirements and/or performance in program courses, experiences, or other activities;

- Involved more exacting or demanding standards than were applied to other students in teacher education; or
- Constitutes a substantial departure from the standards as articulated in the Field Experience Handbook.