

NEVADA STATE COLLEGE

FIELD EXPERIENCE HANDBOOK
Information and Guidelines for Pre-Service Teacher



SCHOOL OF EDUCATION

Updated 12.28.11

NEVADA STATE COLLEGE MISSION STATEMENT

Nevada State College is a comprehensive, baccalaureate institution of higher learning. As a new member of the Nevada System of Higher Education, Nevada State College is dedicated to providing quality educational, social, cultural, economic, and civic advancement for the citizens of Nevada. Through student-centered learning, Nevada State College emphasizes and values: exceptional teaching, mentoring, advisement, scholarship, career and personal advancement, continuing education, and service to our community. The college helps address Nevada's need for increased access to higher education for students entering the higher education system and for students transferring from the state's community colleges.

The college offers a wide range of baccalaureate programs and selected masters programs designed to meet the general needs of the State of Nevada and the specific needs of the southern region of the state. Special emphasis is placed on addressing the state's need for effective, highly educated and skilled teachers and nurses, and the commitment is made to developing and promoting partnerships with Nevada's public school system, the state's health care providers, and Nevada's colleges and universities. The curriculum of Nevada State College will be based upon the community's needs, the needs of business and industry, and the desires and demands of the students.

SCHOOL OF EDUCATION MISSION STATEMENT

The mission of Nevada State College School of Education is to prepare highly qualified educators who will respond to the needs of all learners and educate students to reach their highest potential.

The faculty of the School of Education adheres to the NSC Core Values:

- **Innovation:** We are visionaries and risk-takers.
- **Teaching Excellence:** We are a collaborative team, educational advocates, scholars and leaders who put students first.
- **Economic Development:** We are educational recruiters, community partner and fundraisers.
- **Assessment:** We are researchers who incorporate professional standards and best practices in our courses and who continually reflect and assess our programs.
- **Customer Service:** We are advisors and mentors to the community.
- **Heritage:** We are committed to diversity, equitable practices and social justice.

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Field experiences have long been recognized as a critical component of teacher education. These experiences enable pre-service teachers to apply theory and effective practices in actual classrooms and acquire competencies necessary for successful teaching. Pre-service teachers learn from both their successes and mistakes when supported by caring teachers in a positive, nurturing environment.

Nevada State College, School of Education (SOE) is committed to providing quality field experiences for all education majors as an integral part of pre-service training. Underlying this commitment is the philosophy that field experiences provide a vital link between educational theory and practice. When a transfer of learning occurs from the college classroom to a real-life setting, the connection significantly contributes to the professional development of the pre-service teacher. To this end, NSC attaches focused field experience opportunities to specific education courses.

GUIDE TO USING THIS HANDBOOK

All NSC undergraduate education students should use this handbook as a guide throughout the field experiences. Following are some terms that will be used in this handbook:

Pre-service Teacher—this refers to all students registered for undergraduate education classes, which require field experiences.

Cooperating Teacher—this refers to the teacher in whose classroom an NSC student is placed for field experiences.

Student—this refers to each student in each classroom at the school where field experiences are accomplished.

Instructor—this refers to the NSC instructor, who may be either a full time faculty member or a part-time instructor (PTI).

Please pay close attention to ALL sections of this handbook, including the required forms and processes. ALL FORMS THAT ARE NEEDED FOR THE FIELD EXPERIENCES ARE INCLUDED IN THIS HANDBOOK. Additional copies may be obtained from the NSC website: <http://nsc.nevada.edu/3839.asp>. Any questions or concerns about the Field Experiences should be directed to the School of Education (702) 992-2515.

In addition to using this handbook, please visit the School of Education website nsc.nevada.edu and the Clark County School District's website at ccsd.net. Information on these sites will be beneficial to you as a pre-service teacher.

PURPOSES OF FIELD EXPERIENCES

NSC Field Experiences are designed to:

1. Immediately apply course content to classroom settings utilizing A Framework for Teaching by Charlotte Danielson as performance standards;
2. Provide an opportunity for pre-service teachers to work cooperatively with professional teachers;
3. Provide pre-service teachers with an opportunity to gain knowledge and insight about themselves as professionals;
4. Enhance awareness of the teaching profession through reflection;
5. Assist pre-service teachers in gaining evaluative feedback about their proficiencies as potential educators; and
6. Expose pre-service teachers to a variety of cultural and socioeconomic settings.

DETAILS REGARDING FIELD EXPERIENCES

1. **Field experiences are a requirement of all undergraduate education majors.** ALL education majors in Nevada State College School of Education must participate in a planned series of field experiences as an integral part of their training. Field experiences begin with the first education course and culminate with student teaching. This enables pre-service teachers to receive guidance and feedback as they apply educational theory and practice in school settings in a timely fashion.
2. **Field experiences provide a vital link between educational theory and practice while focusing on four domains of effective teaching.** The four domains identify those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. (Danielson, 1996, pg.1) Structure and focus are provided by the consistent use of the four domains as a framework for course content and applied field experiences.
3. **NSC requires between 5 and 20 hours of field experiences for selected undergraduate education courses.** Pre-service teachers are responsible for providing the cooperating teacher with the specific requirements for their field experiences from the course syllabus.
4. **Field experiences are guided and monitored by the college instructor as well as by the cooperating teacher.** Field experience activities are designed to be developmental and will progress from focused observations to individual tutoring to small group work to large group instruction with the collaboration of the college instructor and cooperating teacher.
5. **Field experiences are a reciprocal arrangement.** Pre-service teachers need to be aware that field experiences are a give-and-take situation. They should conscientiously assist the cooperating teacher, work diligently with students and also complete their course requirements. All parties should benefit from the presence of the pre-service teacher in the classroom setting.

Step-By-Step Instructions

TRADITIONAL PLACEMENT

1. As soon as you receive your school placement, contact the office manager at your assigned school to receive your classroom assignment. DO NOT CONTACT ANY SCHOOLS UNTIL INSTRUCTED TO DO SO BY NSC.
2. On your first classroom visitation present the Principal (via their assistant) AND the assigned cooperating teacher the *Letter of Introduction*
3. Complete all observations and instructional assignments using the form that corresponds to the appropriate domain (see appendix). Forms are located online at <http://nsc.nevada.edu/3825.asp> .
4. Log ALL time spent in the classroom on the *Field Experiences Validation* form (see appendix). Be sure to note the differences in hourly requirements for each class.
5. Request that the cooperating teacher sign off on your *Validation* form upon the completion of your required hours. Return the *Validation* form to your instructor before the end of the semester. The form must be signed by the cooperating teacher to receive credit for the field experience.
6. Understand and be aware of your responsibilities as a Pre-Service Teacher outlined in this handbook.

ALTERNATIVE PLACEMENT

1. If you are a CCSD full-time long term substitute, instructional assistant, or school aide, you may conduct the field experience at your school; however, it must be in a classroom other than the one in which you are working. During the first week of the semester, you must complete a Principal Approval Request for Field Placement (CCSD Employees Only) and return by the end of the first week of class to your NSC instructor (see appendix). Students in this category **may** begin their field work as soon as the Principal Approval Request has been received by their NSC instructor.
2. If you are working full-time at a private school, you may conduct field experience at your school; however, it must be in a classroom other than the one in which you are working. During the first week of the semester, then you must complete a Principal Approval Request for Field Placement (Private School Employees Only) and return by the end of the first week of class to your NSC instructor (see appendix). In addition, the cooperating teacher assigned must be licensed by the State of Nevada and documentation must be attached with the Principal Approval Request form. The SOE must approve this placement prior to starting observation hours. Students in this category **may not** begin their field work until notified by their NSC instructor.

3. If you are living outside of Clark County, (i.e. northern Nevada, Pahrump and states other than Nevada) you will need to seek placement at a school in your area. You must complete a Principal Approval Request (Non-Clark County Nevada Only) and return by the end of the first week of class to your NSC instructor (see appendix). Northern Nevada students **may** begin their field work as soon as the Principal Approval Request has been received by their NSC Instructor. All other students in this category **may not** begin their field work until notified by their NSC instructor.
4. As soon as you receive your school placement, contact the office manager at your assigned school to receive your classroom assignment. DO NOT CONTACT ANY SCHOOLS UNTIL INSTRUCTED TO DO SO BY NSC.
5. On your first classroom visitation present the Principal (via their assistant) AND the assigned cooperating teacher the *Letter of Introduction*
7. Complete all observations and instructional assignments using the form that corresponds to the appropriate domain (see appendix). Forms are located online at <http://nsc.nevada.edu/3825.asp>.
6. Log ALL time spent in the classroom on the *Field Experiences Validation* form (see appendix). Be sure to note the differences in hourly requirements for each class.
7. Request that the cooperating teacher sign off on your *Validation* form upon the completion of your required hours. Return the *Validation* form to your instructor before the end of the semester. The form must be signed by the cooperating teacher to receive credit for the field experience.
8. Understand and be aware of your responsibilities as a Pre-Service Teacher outlined in this handbook.

EXEMPTIONS FROM FIELD EXPERIENCES

Students participating in TESL 4-in-1, Autism, ARL, Inclusive Schools Programs (ISP), and full-time teachers are exempt from the standard field experience assignment. These students are exempt because they are full-time teachers or they are already completing hours in the schools as part of their program. Instructors will develop an appropriate alternative assignment.

Responsibilities of Pre-Service Teachers

1. Pre-service teachers should start an on-going file in their portfolios for field experiences. Information regarding the official placement for every term such as the school, cooperating teacher, and grade level or specialty area should be recorded and kept for documentation purposes. Copies of all placement documents, validation forms and evaluations should also be kept.
2. Pre-service teachers are responsible for providing the cooperating teacher with:
 - a. The Letter of Introduction (see appendix);
 - b. Specific course requirements for the field experience (see course syllabus);
 - c. The Domain forms (see appendix);
 - d. The *Field Experience Validation* form (see appendix);

Giving the required paperwork to the cooperating teacher in a folder is a professional courtesy.

3. After the Clark County School District personnel have assigned a placement, pre-service teachers may **NOT** request changes be made to their assignment. In extenuating circumstances contact the NSC Assistant Dean.
4. ALL pre-service teachers are required to become familiar with The Framework for Teaching Components as they correlate with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards (see appendix).

PROFESSIONAL RESPONSIBILITIES OF PRE-SERVICE TEACHERS

Arrive early at the school.

Arrive about 15-20 minutes before the scheduled time and check in at the main office. Sign the visitor's book before proceeding to the classroom. Wear the provided visitor identification to show that you have followed proper procedures for entrance into the school. Be sure to sign out before you leave the school.

Be regular in attendance.

100% attendance is expected. If you are ill or an emergency arises, you must be certain to call the school and explain your absence to the cooperating teacher before the school day begins as the teacher is depending on your presence at the scheduled time. Makeup sessions must be arranged if this happens.

Dress professionally for the classroom.

Maintain appropriate, business-like appearance for teaching. Present a neat, clean appearance at all times. Wear modest clothing that is not revealing and/or provocative in nature. No jeans, no shorts.

Introductions are required.

Introduce yourself to the school administrators and thank them for accepting you at their school. Ideally this should take place during one of your earlier scheduled visits to the school. Be sure to provide the letter of introduction to both the administration and cooperating teacher.

Demonstrate respect for all participants.

Do not make negative comments about the college, assigned school, administration, staff, parents, students, and/or cooperating teachers. Treat all parties in a dignified and courteous manner.

Be professional and follow all rules in every circumstance.

Comply with all Clark County School District policies and regulations. These may be found online at <http://ccsd.net/directory/pol-reg/>.

REMEMBER: Field experiences are a give-and-take situation. Be certain to take an active interest in the welfare of the students by assisting the cooperating teacher in any way possible. This assistance should be provided in addition to completing the field experiences requirements for all courses. Spend as a minimum, the amount of hours assigned for each experience.

Most importantly, enjoy the time spent in the classroom!

ACADEMIC RESPONSIBILITIES OF PRE-SERVICE TEACHERS

1. Observe and/or participate with a specific domain in mind. Write extensive field notes during your observations.
2. Progressively work with individuals, small groups, and whole class as directed by your instructor and under the supervision of the cooperating teacher.
3. Get acquainted with the cooperating teacher, other teachers, and school administrators.
4. Share ideas with fellow pre-service teachers.
5. Update your portfolio as you experience evidence for domains, elements and components.

Reflect, reflect, reflect on your own practices.

Responsibilities of College Instructors

The NSC instructor facilitates delivery of course content by providing instruction and guidance so that pre-service teachers may achieve the competencies included in each syllabus. Instructors should:

1. Explain to the pre-service teacher that field experiences are an integral component of the course as described in the course syllabus. Field experiences are a requirement of all quality pre-service teacher preparation programs.
2. Explain the field experiences assignment for the course so that pre-service teachers enter the classroom setting with a clear understanding of their assignments.
3. Discuss, model and even role play the appropriate protocol for making telephone contact with the schools, addressing the staff, confidentiality, etc. Review the SOE disposition form. Remind students of their agreement.
4. Stress the relationship among the field experiences activities, the specific course content, and the Charlotte Danielson Framework for Effective Teaching.
5. Monitor and provide meaningful feedback to pre-service teachers on their activities in the various classrooms. It is strongly recommended that instructor incorporate field experiences into classroom discussions.
6. Remind pre-service teachers that in addition to completing the requirements for field experiences, they are expected to spend the remainder of their time assisting the cooperating teacher and working with the students. Pre-service teachers should contribute to the classroom setting as well as fulfill their field experiences.
7. Stress the relationship and linkage of all activities to the college-wide learning outcomes.

Responsibilities of Cooperating Teachers

Cooperating teachers play an instrumental role in helping the pre-service teacher develop the professional practices necessary for effective teaching. Cooperating teachers assume the following responsibilities.

1. Meet the CCSD requirements to be a cooperating teacher, including the demonstration of effective classroom management strategies.
2. Prepare students in his/her classroom for the arrival of the pre-service teacher from Nevada State College then introduce the pre-service teacher to the class as an authority figure who is to be respected in the classroom.
3. Become familiar with the field experience requirements from the course syllabus, which will be provided by the pre-service teacher.
4. Work with the pre-service teachers to set up a schedule that facilitates course requirements based on the syllabus, including determining dates, times, and duties of the pre-service teacher during the field experience.
5. Model effective planning skills, utilize a variety of instructional strategies, create developmentally appropriate learning materials, and implement a successful classroom management system.
6. Maintain a positive classroom environment in which the pre-service teacher can ask questions and learn from mistakes as well as successes. (Communication is vital!)
7. Help the pre-service teacher become a reflective practitioner by asking him/her to evaluate his/her own teaching performance. Sample reflection sheets are provided in (see appendix).
8. Provide frequent and specific feedback to the pre-service teacher on his/her performance.
9. Notify the college faculty member if the pre-service teacher fails to meet expectations in any area.

Field Experience Validation Form

The *Field Experiences Validation* form allows the pre-service teacher to keep track and account for all the time spent in the classroom. Each validation form is based on the actual field experience assignments that are required for each education course. The validation form provides evidence that the pre-service teacher has spent the required minimum amount of hours in a classroom for each course and has focused on the assignments required on the syllabus.

1. Pre-service teachers are to log all time spent in the classroom on the *Validation* form. A separate validation form should be completed for each course.
2. After completing field experiences for the entire semester, the pre-service teacher is responsible for submitting the completed validation form to his/her instructor. Pre-service teachers are advised to keep a copy for their personal records.

Pre-service teachers are required to remove or make copies of these validation forms as needed. **An example of the *Validation* form is on the next page.**

Successful completion of field work is required to pass education courses with assigned hours.

The School of Education may be contacted by telephone at 702-992-2515 or by fax 702-992-2516 if there are any questions about this or any other aspect of field experiences.



NEVADA STATE COLLEGE SCHOOL OF EDUCATION FIELD EXPERIENCE VALIDATION FORM

Semester: _____

COURSE INFORMATION

NSC course:	NSC course title:	NSC Instructor:
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STUDENT INFORMATION

Last name:	First:	Student ID No.:
Street address:		Home phone no.: () _____
P.O. box:	City:	State: ZIP Code:
Email:		

Be sure to complete ALL sections of this form.

SCHOOL PLACEMENT INFORMATION

School:	Teacher:	Grade:
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CLASS REQUIREMENTS

Domain 1: Planning and Preparation: Teacher Interview (200, 300 & 400 level classes)	Domain 2: The Classroom Environment Observation (200, 300 & 400 level classes)
Domain 3: Instruction Observation (200, 300 & 400 level classes), Lesson in content area and reflection (300 & 400 level classes)	Domain 4: Professional Responsibilities Teacher Interview (200, 300 & 400 level classes)

OBSERVATION HOURS

DIRECTIONS: Indicate the **dates, times and hours** you spent in the classroom on the calendar below. This form must be signed by the cooperating teacher and given to your instructor to receive credit for the field experience

Date	Start Time	End Time	Hours

Log in all time spent doing observations

According to syllabus

Total Hours completed for this course: _____

CLASSROOM DUTIES

Indicate whether you assisted in any of the following classroom duties:

Taking attendance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Collecting/distributing papers	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Grading papers	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Helping students	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Other (describe): _____		

BE sure to obtain ALL signatures

Cooperating Teacher's Name (Print) _____	Cooperating Teacher's Email _____
Cooperating Teacher's Signature _____	Date _____
NSC Instructor's Signature _____	Date _____

Please see the Required Observation Hours Form for minimum hours of field experience required for each course

Field Experience Forms

FORMS

- FORM 014- LETTER OF INTRODUCTION
- FORM 012- FIELD EXPERIENCES VALIDATION FORM
- FORM 020A- PRINCIPAL APPROVAL REQUEST FOR FIELD PLACEMENT, CCSD EMPLOYEES ONLY
- FORM 020B- PRINCIPAL APPROVAL REQUEST FOR FIELD PLACEMENT, PRIVATE SCHOOL EMPLOYEES ONLY
- FORM 020C- PRINCIPAL APPROVAL REQUEST FOR FIELD PLACEMENT, NON-CLARK COUNTY NEVADA ONLY
- REQUIRED OBSERVATION HOURS
- CORRELATION OF THE INTASC STANDARDS WITH THE FRAMEWORK FOR TEACHING COMPONENTS
- FORM 001- DOMAIN 1 TEACHER INTERVIEW
- FORM 002- DOMAIN 2 CLASSROOM OBSERVATION
- FORM 003- DOMAIN 3 CLASSROOM OBSERVATION
- FORM 004- DOMAIN 4 TEACHER INTERVIEW
- FORM 005- LESSON PLAN FORMAT
- FORM 006- FIELD EXPERIENCE DESIGN
- FORM 007- REFLECTION SHEET



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Dear Administration and Faculty,

Thank you so much for allowing Nevada State College's (NSC) education students the opportunity to gain first-hand teaching experience in your classroom. NSC is committed to developing exceptional teachers who are prepared to teach in urban settings. To reach this goal, we believe it is imperative that our students have a solid theoretical background combined with maximum opportunity for hands-on application. To this end, each of our education classes has a field experience requirement, beginning with the first Introduction to Education course and culminating with their student teaching assignments. As our students continue through their classes, we hope you will be an integral part of their growth and development as effective teachers.

Each NSC student is instructed to complete assignments in conjunction with field work, depending upon their level in the program. They will be working within Charlotte Danielson's Frameworks for Teaching, the same Frameworks upon which CCSD's teacher appraisal form is based. The students are expected to provide the cooperating teacher a copy of NSC's Field Experience Validation Form and Letter of Introduction. Please do not hesitate to ask if this is not done.

Once again, we look forward to our on-going partnership in the development of effective teachers. Please do not hesitate to contact the course instructor if you have any questions, comments, or concerns:

(Instructor Name)

(Contact Phone)

(Email)

Sincerely,

Dr. Jim LaBuda
Interim Dean of Education

Form: 014
ss 9/1/11

SCHOOL OF EDUCATION



NEVADA STATE COLLEGE SCHOOL OF EDUCATION FIELD EXPERIENCE VALIDATION FORM

(Please Print or Type)

Semester: _____

COURSE INFORMATION

NSC course:	NSC course title	NSC Instructor:
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STUDENT INFORMATION

Last name:	First:	Student ID No.:
Street address:		Home phone no.: ()
P.O. box:	City:	State: ZIP Code:
Email:		

SCHOOL PLACEMENT INFORMATION

School:	Teacher:	Grade:
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CLASS REQUIREMENTS

Domain 1: Planning and Preparation: Teacher Interview (200, 300 & 400 level classes)	Domain 2: The Classroom Environment Observation (200, 300 & 400 level classes)
Domain 3: Instruction Observation (200, 300 & 400 level classes), Lesson in content area and reflection (300 & 400 level classes)	Domain 4: Professional Responsibilities Teacher Interview (200, 300 & 400 level classes)

OBSERVATION HOURS

DIRECTIONS: Indicate the **dates, times and hours** you spent in the classroom on the calendar below. This form must be signed by the cooperating teacher and given to your instructor to receive credit for the field experience

Date	Start Time	End Time	Hours

Total Hours completed for this course: _____

CLASSROOM DUTIES

Indicate whether you assisted in any of the following classroom duties:

Taking attendance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Collecting/distributing papers	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Grading papers	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Helping students	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Other (describe): _____		

Cooperating Teacher's Name (Print) _____ Cooperating Teacher's Email _____

Cooperating Teacher's Signature _____ Date _____

NSC Instructor's Signature _____ Date _____

**Please see the Required
Observation Hours
Form for minimum
hours of field experience
required for each course**



Instructor: _____

Course: _____

Principal Approval Request for Field Placement CCSD Employees Only

_____ works full-time at _____
Student Name Name of School

in the following capacity:

(Check one)

Long Term Substitute

School Aide

Instructional Assistant

The student has my approval to participate in a field work experience in a class or program that addresses the content covered in their NSC class. The student will complete the required hours during his/her break or prep period and must be completed in a classroom outside of their work assignment.

Cooperating Teacher Name (Printed)

Grade

Principal Name (Printed)

Principal Signature

Date

Phone Number

If you have any questions or concerns, please contact NSC School of Education at (702)992-2515.

This form must be submitted by the student to his/her NSC instructor by the end of the first week of the semester. The instructor will forward to the NSC SOE Administrative Assistant no later than the second Friday of the semester.

Form: 020A
SS 3/30/10

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Instructor: _____

Course: _____

Principal Approval Request for Field Placement Private School Employees Only

_____ works full-time at _____
Student Name Name of School

in the following capacity:

(Check one)

- Teacher/Instructor
 Long Term Substitute

He/she is enrolled in _____ and is required to complete
NSC Course Name and #

_____ hours of observation in a class or program that addresses the content covered in the NSC
Number of hours

class. He/she has my approval to conduct a field placement and complete the required field experience hours during his or her break or prep period. The student must provide documentation to Nevada State College that they are observing a teacher who is licensed by the State of Nevada prior to starting their observation.

_____	_____
Assigned Teachers Name (Printed)	Grade
_____	_____
Principal Name (Printed)	Principal Signature
_____	_____
Phone Number	Date

If you have any questions or concerns, please contact NSC School of Education at (702)992-2515.

This form must be submitted by the student to his/her NSC instructor by the end of the first week of the semester. The instructor will forward to the NSC SOE Administrative Assistant no later than the second Friday of the semester.

Form: 020B
SS 7/2/10

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Instructor: _____

Course: _____

Principal Approval Request for Field Placement Non-Clark County Nevada Only

_____ is enrolled in _____
Student Name NSC Course Name and #

and is required to complete _____ hours of observation in a class or program that addresses the
Number of hours
content covered in the Nevada State College class. He/she has my approval to conduct a field placement
and complete the required field experience hours at _____
School Name
in the _____ School District.

_____ Grade
Assigned Teachers Name (Printed)

_____ Principal Signature
Principal Name (Printed)

_____ Date
Phone Number

If you have any questions or concerns, please contact NSC School of Education at (702)992-2515.

This form must be submitted by the student to his/her NSC instructor by the end of the first week of the semester. The instructor will forward to the NSC SOE Administrative Assistant no later than the second Friday of the semester.

Form: 020C
SS 7/2/10

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Field Experience

Field experiences are a requirement of all undergraduate education majors. ALL education majors in Nevada State College Teacher Preparation Program must participate in a planned series of field experiences as an integral part of their training. Field experiences begin with the first education course and culminate with student teaching. This enables pre-service teachers to receive guidance and feedback as they apply educational theory and practice in school settings in a timely fashion. Opportunities to gain first-hand experience are provided throughout the program through courses held at partnership schools, Saturday student workshops, and CCSD arranged field work placements.

Field Experience Observation Hours

Elementary Education Elementary Education with a Concentration in Bilingual Education Elementary Education with a Concentration in Special Education		
COURSE	NEW HOURS	COURSE REQUIREMENTS (Specific assignments listed in individual syllabus)
EDEL 433 Teaching Elementary School Mathematics	15	<ol style="list-style-type: none"> 1. Observations and interview (Domains 1 & 3) 2. Implementation of skill-based game or center 3. Whole group lesson application. Lesson plan must be completed and approved by instructor prior to implementation.
EDEL 443 Teaching Elementary School Science	10	<ol style="list-style-type: none"> 1. Observations and interview (Domains 2 & 4) 2. Lesson application with small group 3. Application assignment designed by instructor.
EDRL 461 Diagnostic Assessment and Instruction Literacy	20	<ol style="list-style-type: none"> 1. Complete instructor designed interview 2. Complete the packet of reading assessments with assigned student. 3. Design & implement a reading intervention plan for an individual student based on assessment results. 4. Write a sample parent letter that summarizes assessment results, an intervention plan, and future suggestions for addressing the student's needs.
EDU 250 Foundations of Education (EDU 201)	5	<ol style="list-style-type: none"> 1. Watch five hours of assigned videos. 2. Complete all four domain forms using observations from video selections.
Total	50 hrs	Revised May 2011 by Committee

Field Experience

Field experiences are a requirement of all undergraduate education majors. ALL education majors in Nevada State College Teacher Preparation Program must participate in a planned series of field experiences as an integral part of their training. Field experiences begin with the first education course and culminate with student teaching. This enables pre-service teachers to receive guidance and feedback as they apply educational theory and practice in school settings in a timely fashion. Opportunities to gain first-hand experience are provided throughout the program through courses held at partnership schools, Saturday student workshops, and CCSD arranged field work placements.

Field Experience Observation Hours

Secondary Education		
COURSE	NEW HOURS	Course Requirements (Specific assignments listed in individual syllabus)
EDSC 321 Secondary Pedagogy I	10	Lesson application with small group observations (Domains 2 & 3)
EDSC 433 English EDSC 453 Math EDSC 463 Science EDSC 473 History (EDSC 403) <i>Subject specific placement</i>	15	Lesson application with whole class, observations and interviews (Domains 1-4)
EDSC 404 Secondary Pedagogy II <i>Subject specific placement</i>	10	Lesson application with whole class, observations and interview (Domains 1 & 3)
EDSC 408 Classroom Management Secondary	10	Completion of domain forms 2 & 4
EDU 250 Foundations of Education (EDU 202)	5	1. Watch five hours of assigned videos. 2. Complete all four domain forms using observations from video selections.
Total	50 hrs	Revised May 2011 by Committee

Correlation of the INTASC Standards with the Framework for Teaching Components

INTASC Standard	Description of Teacher Performance	Framework Component	Description of Teacher Performance
Principle 1	Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.	1a 1e 3c	Demonstrates knowledge of content and pedagogy. Designs coherent instruction. Engages students in learning.
Principle 2	Understands how children learn and develop; provides learning opportunities that support their development	1b 1c 1f 3b 3c	Demonstrates knowledge of students. Selects instructional goals. Assesses student learning. Uses questioning and discussion techniques. Engages students in learning.
Principle 3	Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.	1b 1e 2a 2b 3b to 3e	Demonstrates knowledge of students. Designs coherent instruction. Creates an environment of respect and rapport. Establishes a culture for learning. Instruction Domain.
Principle 4	Understands and uses variety of instructional strategies.	1d 1e 3b to 3e	Demonstrates knowledge of resources. Designs coherent instruction. Instruction Domain.
Principle 5	Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1e 2a 2b 2c 2d 2e 3c	Designs coherent instruction. Creates an environment of respect and rapport. Establishes a culture for learning. Manages classroom procedures. Manages student behavior. Organizes physical space. Engages students in learning.
Principle 6	Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction	2a 3a 3b 3c	Creates an environment of respect and rapport. Communicates clearly and accurately. Uses questioning and discussion techniques. Engages students in learning.
Principle 7	Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	1a to 1e 3c 3e	Planning and Preparation Domain. Engages students in learning. Demonstrates flexibility and responsiveness.
Principle 8	Understands and uses formal and informal assessment strategies.	1b 1f 3d 3e 4a 4b 4c	Demonstrates knowledge of students. Assesses student learning. Provides feedback to students. Demonstrates flexibility and responsiveness. Reflects on teaching. Maintains accurate records. Communicates with families.
Principle 9	Reflects on teaching.	4a 4d 4e	Reflects on teaching. Contributes to the school and district. Grows and develops professionally.
Principle 10	Fosters relationships with colleagues, parents, and agencies in the larger community.	1d 4c 4d 4f	Demonstrates knowledge of resources. Communicates with families. Contributes to the school and district. Shows professionalism.



NEVADA STATE COLLEGE
DOMAIN 1: PLANNING AND PREPARATION
TEACHER INTERVIEW

NAME: _____ DATE: _____

SCHOOL: _____ SUBJECT: _____ GRADE: _____

DIRECTIONS:

1. Check the level of understanding you perceive you have for the components and elements of Domain 1: Planning & Preparation for instruction.
2. Interview a teacher regarding his/her planning process noting the evidence you saw or heard that supported components and/or elements of Domain I.
3. If the teacher helped increase your understanding of a particular area, note the explanation that helped clarify it for you.
4. Be sure to give the teacher a copy of this form as you interview.
5. Write on a separate sheet of paper and then transfer the evidence to this form.
6. Both notes and interview form must be turned in.
7. Do not write the name of the teacher, students or administration.

MY LEVEL OF UNDERSTANDING

DOMAIN 1: PLANNING AND PREPARATION

EVIDENCE

<i>Component 1a: Demonstrating Knowledge of Content and Pedagogy*</i>	
Knowledge of content	
Knowledge of prerequisite relationships	
Knowledge of content-related pedagogy	
<i>Component 1b: Demonstrating Knowledge of Students*</i>	
Knowledge of characteristics of age group	
Knowledge of students' varied approaches to learning	
Knowledge of students' skills and knowledge	
Knowledge of students' interests and cultural heritage.	
<i>Component 1c: Selecting Instructional Goals*</i>	
Value	
Clarity	
Suitability for diverse students	
Balance	

MY LEVEL OF UNDERSTANDING

DOMAIN 1: PLANNING AND PREPARATION	EVIDENCE
<i>Component 1d: Demonstrating Knowledge of Resources*</i>	
Resources for teaching	
Resources for students	
<i>Component 1e: Designing Coherent Instruction*</i>	
Learning activities	
Instructional materials and resources	
Instructional groups	
Lesson and unit structure	
<i>Component 1f: Assessing Student Learning*</i>	
Congruence with instructional goals	
Criteria and standards	
Use of planning	

Sample Target Questions:

Your task with the teacher interview for Domain 1, Planning and Preparation, is to gather evidence from the classroom teacher on how she or he addresses the components within Domain 1. You are **NOT** required to ask the following target questions. You may consider the target questions to guide your interview or develop new questions that will allow you to gather evidence on the classroom teacher's planning and preparation.

All teacher interviews must be completed face-to-face. Interview questions cannot be emailed to the classroom teacher.

1. How does your planning and preparation reflect a demonstration of your knowledge of content & pedagogy? Where would I see this in your lesson plans?
2. How does your planning and preparation reflect a demonstration of your knowledge of students? Where would I see this in your lesson plans?
3. How does your planning and preparation reflect a demonstration of your selection of instructional goals? Where would I see this in your lesson plans?
4. How does your planning and preparation reflect a demonstration of your knowledge of resources needed? Where would I see this in your lesson plans?
5. How does your planning and preparation reflect a demonstration of your design of coherent instruction? Where would I see this in your lesson plans?
6. How does your planning and preparation reflect a demonstration of your assessment of student learning? Where would I see this in your lesson plans?



NEVADA STATE COLLEGE
CLASSROOM OBSERVATION FORM
DOMAIN 2: THE CLASSROOM ENVIRONMENT

Name: _____ Date: _____

School: _____

Grade: _____ Subject: _____

1. Provide **evidence** (what you saw and what you heard) for each component of the domain.
2. Indicate **which** element of each component was addressed.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

Element: _____

2b: Establishing a Culture for Learning

Element: _____

2c: Managing Classroom Procedures

Element: _____

2d: Managing Student Behavior

Element: _____

2e: Organizing Physical Space

Element: _____



NEVADA STATE COLLEGE CLASSROOM OBSERVATION FORM DOMAIN 3: INSTRUCTION

Name: _____ Date: _____

School: _____

Grade: _____ Subject: _____

1. Provide **evidence** (what you saw and what you heard) for each component of the domain.
2. Indicate **which** element of each component was addressed.

DOMAIN 3: INSTRUCTION

3a: Communicating with students

Element: _____

3b: Using Questioning and Discussion Techniques

Element: _____

3c: Engaging Students in Learning

Element: _____

3d: Using Assessment in Instruction

Element: _____

3e: Demonstrating Flexibility and Responsiveness

Element: _____



NEVADA STATE COLLEGE
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
TEACHER INTERVIEW

NAME: _____ DATE: _____

SCHOOL: _____ SUBJECT: _____ GRADE: _____

DIRECTIONS:

1. Check the level of understanding you perceive you have for the components and elements of Domain 4: Professional Responsibilities.
2. Interview a teacher regarding his/her involvement noting the evidence you saw or heard that supported components and/or elements of Domain 4.
3. If the teacher helped increase your understanding of a particular area, note the explanation that helped clarify it for you.
4. Be sure to give the teacher a copy of the form as you interview.
5. Write on a separate sheet of paper and then transfer the evidence to this form.
6. Both notes and interview form must be turned in
7. Do not write the name of the teacher, students or administration.

MY LEVEL OF UNDERSTANDING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

EVIDENCE

<i>Component 4a: Reflecting on Teaching*</i>	
Accuracy	
Use in future teaching	
<i>Component 4b: Maintaining Accurate Records*</i>	
Student completion of assignments	
Student progress in learning	
Noninstructional records	
<i>Component 4c: Communicating with Families*</i>	
Information about instructional programs	
Information about individual students	
Engagement of families in the instructional program	
<i>Component 4d: Contributing to the School and District*</i>	
Relationships with colleagues	
Service to the school	
Participation in school and district projects	

MY LEVEL OF UNDERSTANDING

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

EVIDENCE

<i>Component 4e: Growing and Developing Professionally*</i>	
Enhancement of content knowledge & pedagogical skill	
Service to the profession	
<i>Component 4f: Showing Professionalism*</i>	
Service to students	
Advocacy	
Decision making	

Sample Target Questions:

Your task with the teacher interview for Domain 4, Professional Responsibilities, is to gather evidence from the classroom teacher on how she or he addresses the components within Domain 4. You are NOT required to ask the following target questions. You may consider the target questions to guide your interview or develop new questions that will allow you to gather evidence on the classroom teacher's professional responsibilities.

All teacher interviews must be completed face-to-face. Interview questions cannot be emailed to the classroom teacher.

1. Describe what you do to reflect on your teaching. Are there particular points in time when you do this reflection?
2. How do you organize yourself to maintain accurate records? How do you record student progress in learning?
3. How/when do you communicate with families?
4. What do you do to contribute to the school and district? How much time does this take?
5. What do you do for your own professional development?
6. In what ways do you demonstrate your professionalism?



NEVADA STATE COLLEGE TEACHER PREPARATION PROGRAM LESSON PLAN FORMAT

Description of Classroom:
Background:
Content Objective(s):
Language Objective(s):
Nevada Standards:
Key Vocabulary:

Best Practices: *(put an X next to those that you address in your lesson)*

<p style="text-align: center;">Preparation</p> <input type="checkbox"/> Adaptation of content <input type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated	<p style="text-align: center;">Scaffolding</p> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Verbal scaffolds <input type="checkbox"/> Procedural scaffolds	<p style="text-align: center;">Grouping Options</p> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
<p style="text-align: center;">Integration of Processes</p> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<p style="text-align: center;">Application</p> <input type="checkbox"/> Hands-on <input type="checkbox"/> Authentic (Meaningful) <input type="checkbox"/> Linked to objectives <input type="checkbox"/> Promotes engagement	<p style="text-align: center;">Assessment</p> <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral

Teaching Strategies:

Warm Up Activity:

Lesson Sequence:

Accommodations:

Supplementary Materials:

Review/Assessment:

Reflection:



NEVADA STATE COLLEGE
TEACHER PREPARATION PROGRAM
EXPLANATION OF LESSON PLAN COMPONENTS

Description of Classroom:

(e.g., grade level, type of class, demographics, age range, gender)

Background:

The context of how this lesson fits into the curriculum in which you are teaching. (e.g., beginning of a unit of _____; a review at the end of a unit on _____). Number of days of lesson. Students' stage of learning relative to the content (i.e., acquisition, proficiency, maintenance, generalization)

Content Objective(s):

What will you teach?

Language Objective(s):

How will the students show you they learned it (listening, speaking, reading, writing? Tip: effective lessons integrate reading and writing.)

Nevada Standards:

Refer to Benchmarks, CEF, Power Standards, Syllabi

Key Vocabulary:

What are the powerful words that will help students understanding of content?

Best Practices: *(put an X next to those that you address in your lesson)*

<p style="text-align: center;">Preparation</p> <input type="checkbox"/> Adaptation of content <input type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated	<p style="text-align: center;">Scaffolding</p> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Verbal scaffolds <input type="checkbox"/> Procedural scaffolds	<p style="text-align: center;">Grouping Options</p> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
<p style="text-align: center;">Integration of Processes</p> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<p style="text-align: center;">Application</p> <input type="checkbox"/> Hands-on <input type="checkbox"/> Authentic (Meaningful) <input type="checkbox"/> Linked to objectives <input type="checkbox"/> Promotes engagement	<p style="text-align: center;">Assessment</p> <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral

EXPLANATION OF LESSON PLAN COMPONENTS (CONTINUED)

Teaching Strategies:

(e.g., KWL, reciprocal teaching, cooperative learning, mapping, mnemonics, Blooms Taxonomy, questioning.) List all the strategies you use in your lesson sequence below.

Warm Up Activity:

Anticipatory Set

Lesson Sequence:

Presentation, guided practice, application. Your strategies may be executed in the form of activities.

Supplementary Materials:

What materials will support the lesson and increase students' understanding?

Accommodations:

What accommodations are needed to support students with learning challenges or students who require advanced instruction?

Review/Assessment:

Rubrics, feedback to students, observations, surveys, ticket out the door, student reflections, student response journals, quizzes, tests. How did your assessment measure your objective?

Reflection:

How did your lesson go? What worked? What did not work well? What will you do differently next time? How will your assessment data affect subsequent planning?



NEVADA STATE COLLEGE SCHOOL OF EDUCATION FIELD EXPERIENCE DESIGN

EXPECTATIONS FOR FIELD EXPERIENCE LESSON PLAN PRESENTATIONS

For a complete list of NSC courses that require a field placement lesson presentation, please see the Required Observation Hours form.

1. Domain Guided Observation Forms:

Students observe according to Domain Guided Observation forms.

2. Relevant Planning:

Students meet with cooperating teacher to determine lesson objective that will be appropriate for the class; the lesson should be meaningful.

Each student will develop a whole group, small group, or individual lesson plan that relates to the class he or she is observing. Students should consult with the cooperating teacher on the lesson.

NSC faculty will assess the lesson plan and return it to student(s).

3. Implementation

Students teach the lesson and complete the NSC reflection form located on p. 33 of this handbook.

