

“Preparing Competent, Compassionate, Collaborative, and Committed Leaders”

Teacher Education Program



We see the future in you.

LEVEL I HANDBOOK FOR NSU STUDENTS

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NORFOLK STATE UNIVERSITY SCHOOL OF EDUCATION
OFFICE OF CLINICAL EXPERIENCES AND STUDENT SERVICES

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School of Education Mission

The School of Education provides the leadership, coordination, and evaluation of all academic programs and services offered through the departments of Early Childhood/Elementary and Special Education, Secondary Education and School Leadership and Health, Physical Education and Exercise Science. Its central purpose is to provide pre-service and in-service educational programs to prospective teachers, in-service teachers, administrators, and others engaged in educational activities in schools and other agencies.

Purpose

The Level 1 Observation Field Experience is designed to provide prospective teachers an overview of the teaching profession. With a focus on preparing competent 21st century educators, this experience will observe teaching practices within PK-12th school settings. Level 1 field experience is comprised of a minimum of 10 hours during teaching periods. Lunch, recess, and any other non-teaching activities are not considered teaching periods and cannot be calculated into the 10 hours.

Clinical experiences are integral parts of the curriculum for students interested in teacher education and student development. For the EDU 201 student, this is a mandatory field experience. These experiences are planned to provide relevant opportunities for the observation, reflection, and evaluation of theories and concepts, which are taught in EDU 201. This field experience is systematic and guided by the Interstate Teacher Assessment Support Consortium (InTASC) Standards & Indicators, the Virginia Department of Education Standards (VDOE), and Council for the Accreditation of Education Preparation (CAEP)¹.

Prerequisites to Enter Level I Experiences

To be approved for the Level I Experience, a student must:

1. Be enrolled in **EDU 201 Foundations of Education**.
2. Complete an **application** for a field experience prior to the deadline.
3. Complete a **TB test** and show **documentation of a negative reading** (Visit the Spartan Health Center, local health clinic or personal physician).
4. Submit payment for a **Universal Background Check** to OCESS after being fingerprinted at a local police department. (For directions to the closet police station and forms, come to OCESS to receive the fingerprint card and the “National Criminal Background Check for Employees or Volunteers Providing Care to Children, the Elderly and Disabled” Form prior to visiting the police station.) Note: OCESS will accept Universal Background Check results/documentations from your present employer if they were completed within a 12-month period of your current field experience application.
5. Complete paperwork and submit the required forms as directed by the course instructor.
6. Wait for confirmation of field experience prior to contacting or entering the designated setting.

Roles and Responsibilities

NSU Instructor

The NSU Instructor:

1. Provides the syllabus to students that depicts the weight of the field experience on a student’s final course grade.
2. Describes the hours, observations, and requirements of the field experience as they pertain to the content within the EDU 201 course.

¹ InTASC, VDOE, and CAEP Standards are listed later in this handbook.

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3. Describes various activities to be completed by the student during the field experience (both within the clinical classroom and outside of the clinical classroom).
4. Describes how the summative assessment tool will be measured.
5. Collects the completed student-typed field experience observation materials.
6. Evaluates and grades the documents to pinpoint strengths and areas of growth.
7. Contacts the OCESS Director for issues relating to field placements.

On-Site Supervisor/Cooperating Teacher

The On-Site Supervisor/Cooperating Teacher:

1. Completes the online **Level I Cooperating Teacher Training**.
2. Explains general school policies and procedures.
3. Becomes familiar with the expected outcomes of the Level 1 Field Experience.
4. Assists the NSU student with completing required activities for a Level I experience as outlined in the handbook and EDU 201 course.
5. Provides a place for NSU students to observe without interrupting the P-12 students in the classroom.
6. Contacts the course instructor if they have questions or concerns related to the course, the field experience and/or issues with NSU student.

NSU Student

The NSU student:

1. Refers to the EDU 201 course syllabus for field experience and course assignments.
2. Completes all prerequisites for a Level I Field Experience placement in a timely manner.
3. Adheres to all assigned school and university policies and procedures.
4. Emails the onsite supervisor/cooperating teacher if unable to attend a scheduled session.
5. Notifies the EDU 201 course instructor if unable to attend a scheduled session.
6. Documents all visits and obtains the signature of the onsite supervisor/cooperating teacher for the time sheet.
7. Contacts NSU instructor for questions involving the completion of assignments and forms related to the course and field experience.

Director of OCESS

The Director of OCESS:

1. Arranges all Level I Field Experiences.
2. Distributes the Universal Background forms to the EDU 201 instructor.
3. Receives Level I Field Experience applications from the EDU 201 instructor by the designated due date.
4. Addresses and resolves field placement concerns and issues.
5. File records on completed field placements.

Intervention Plan

Students participating in the Level I Field Experience must be active participants as it relates to the activities presented in this field experience handbook. In the P-12 school classroom, NSU students will be expected to sit and observe the interactions between teacher and students, among students, as well as with the various activities and materials being taught/used in the classroom.

NSU students struggling academically to complete the Level I observation and subsequent activities will receive coaching/intervention plan created by their NSU instructor. The plan will also be developed for

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dispositional issues and challenges. To complete a coaching/intervention plan, the NSU instructor collaborates with the student to create a plan of action that supports the student's development. The plan becomes a document that the student and the instructor sign. The plan serves as a guide for the student throughout the duration of the field experience. The plan is monitored by the instructor in a manner that provides ample feedback to the student, which highlights growth and areas in need of improvement.

Dismissal from the Level I Field Experience Placement

If OCESS office receives notification (from the course instructor and/or cooperating teacher) that an NSU student violates the Virginia Code of Ethics or is having a dispositional issue at the school site, that goes beyond the needs for an action plan, dismissal from the placement could occur and the NSU student would receive a non-passing score for the field experience. Due process will occur if the student refutes the claim.

Student Learning Outcomes and Activities

InTASC Standards

The Interstate New Teacher Assessment and Support Consortium (**INTASC**) is a consortium of state education agencies and national educational organizations dedicated to the reform, preparation, licensing, and on-going professional development of teachers. The InTASC Standards are composed of 10 standards with multiple indicators that review the knowledge, skills, and dispositions expected of teachers. The Level I Field Experience requires students to focus on specific InTASC standards as delineated in the EDU 201 course syllabus and the appendix of this handbook.

Guidelines for Professional Participation

Ethically Engaging in the Level I Field Experience

Student interacting within the field at any site with children are expected to abide by the Code of Ethics of the Virginia Department of Education. They are as follow:

Virginia Department of Education Code of Ethics

Source: <http://www.doe.virginia.gov/about/code-ethics.shtml>

As employees of the Virginia Department of Education, we will:

1. Dedicate our efforts toward excellence in public education through continuous improvement.
2. Earn the respect, trust, and confidence of elected and appointed officials, those with whom we work, and the public in everyday interactions by being a positive role model and treating all persons in an evenhanded and courteous manner.
3. Commit to the highest ideals of honesty, integrity, and the stewardship of public resources by protecting the department's assets and ensuring their proper and efficient use.
4. Comply with all applicable laws, regulations, and policies.
5. Promote policies and programs in accordance with the department's Statement of Non-Discrimination and the commonwealth's Equal Employment Opportunity (EEO) policy, supporting the rights and recognizing the needs of all citizens regardless of race, sex, age, religion, creed, country of origin, or disability.
6. Maintain the confidentiality of information entrusted to us by preventing unauthorized disclosure.
7. Expose through appropriate means and channels any discovered evidence of corruption, misconduct, or neglect of duty.
8. Strive for professional excellence of the highest caliber by enhancing professional knowledge, skills, and abilities for our colleagues and ourselves.

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9. Adhere to the principle that the public's business should be conducted in the public view by observing and following both the letter and the spirit of the Virginia Freedom of Information Act.
10. Abide by Department of Education policies, Virginia's Standards of Conduct for Employees, and related regulations.
11. Avoid the appearance of conflict of interest by not engaging in activities that may be inconsistent with the State and Local Government Conflict of Interest Act or the Public Procurement Act.
12. Uphold these principles in adhering to this Code of Ethics.

Due Process

Strict adherence to due process rights of NSU students is given, and in most cases, the following steps will be observed:

1. **Inform the student.** Open communication guides the student in monitoring their growth. Initial concerns regarding any relevant expectations need to be communicated with the student acknowledging awareness of the concern(s). Further, the student should be informed that failure to complete the program and/or field experience expectations successfully might result in their failure in a course.
2. **Support or assistance.** NSU Faculty and clinical faculty will support professional development in the area of concern using available resources, as appropriate.
3. **Written notification.** If a student is in jeopardy of not successfully completing course or program objectives, the supervising faculty or other appropriate NSU SOE faculty such as the director of OCESS will identify an improvement plan using an appropriate written format and will communicate the plan to the student. Written acknowledgement must be noted by the student also in question.
4. **Decision Documentation via electronic notification or meeting.** In the event a student is not satisfactorily meeting the terms of the improvement plan, the director of OCESS (or designee), University faculty, and other school personnel as appropriate will meet with the student to share the related decision. The student will receive a summary of the areas of concern; then they will have an opportunity to further review documentation supporting the related decision. Lastly, the student will have an opportunity to respond to the concerns.
5. **Appeal.** In the event the student disagrees with the disciplinary decision, the student may request an appeal to the **School of Education** within one week after notification of the decision. The form is entitled **Student Resolution Form**, is required to begin the appeal process.
6. **Appeal.** If the actions taken by the participants within the due process are not acceptable to the student, then the appeal can move forward to the Office of the Provost. Again, see the **Student Resolution Form** for the steps to particular departments during the appeal process if required. Remember, the request for appeal must be in writing and the appropriate signatures must be included.

Student appeals about a failing grade or an incorrect grade must proceed through the grade appeal procedures. See **Correction or Omission of Grade Policy**.

Appeal Process: Beyond NSU

According to NSU website's page entitled **Reporting**, students can do the following: *"In accordance with VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education of Virginia (SCHEV) is responsible for investigating all written and signed student complaints against post-secondary educational institutions in Virginia, once a student has exhausted all available grievance procedures at the University. Please review the attached link for additional information:* <https://www.schev.edu/index/students-and-parents/resources/student-complaints>.

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Submittal of Documentation for the Level I Field Experience

The course instructor collects all documentation for the field experience. The Office of Clinical Experiences and Student Services (OCESS) only requires the submission of the Cooperating Teacher Data Form for its records. Please submit the Cooperating Teacher Data Form (Appendix) to the course instructor by the deadline noted in the course syllabus.

APPENDICES

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“The Teacher as a Competent, Compassionate, Collaborative, and Committed Leader”

APPENDIX A: STUDENT’S SCHEDULE/ACTIVITIES TIME SHEET

1. (Completed by student and signed by Cooperating Teacher and NSU instructor)

NSU Student		First Name		Last Name	Program of Study		
Cooperating Teacher Observed		First Name		Last Name			
Site/School Name/ City/State							
NSU Instructor		First Name		Last Name			
Course Prefix/	EDU	No.	201	Sec		Day Class Meets	Time (fm/to)
Course Name		Foundations of Education					

Activities/Subject(s)	Time In/Time Out	Date	Grade/Level/GROUP	Classroom Instructor’s Signature

Total Hours Observed: _____

I certify that I completed the above hours:

I confirm the hours above

Student’s signature

Cooperating Teacher’s Signature

DO NOT WRITE BELOW THIS LINE (FOR UNIVERSITY RECORDS)

Grade Earned: _____

Evaluative Comment(s):

Approval Date: _____ Signed: _____ (NSU Instructor)

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APPENDIX B: COOPERATING TEACHER DATA INPUT

Directions: Students, complete section A, then request completion of section C from the Cooperating Teacher. Upload the completed documentation as instructed by the Course Instructor.

Section A: Teacher Candidate Information

Name:	Email:
Phone Number:	Semester and Year:
Name of NSU Instructor:	Course Name and Number:

Section B: Placement Information –LEVEL I, LEVEL II, LEVEL III Field Experience: Place an x in the appropriate box

LEVEL 1	LEVEL II	LEVEL III	
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Section C: Cooperating Teacher Information

This information will be used for group reporting purposes only and will **not** be released to the public.

Name:

Last Name First Name MI

Place an x beside the appropriate one: Dr. Mr. Mrs. Ms. Miss

Contact Information:

School Email: School Phone Number: ()

School Name: School Division:

Background Information:

Gender: Female Male Non-Binary NSU Alumni: Yes No

If yes, Degree Obtained (NSU Alumni ONLY): Major:

Highest Degree Completed: Bachelor Masters Ed.S. Ed.D./Ph.D.

Years of Teaching Experience: National Board Certified: Yes No

Number of Cooperating Teacher Experiences: ___ None ___ 1 to 3 ___ 4 to 9 ___ 10 or more

Ethnicity: (Place an X) ___ American Indian ___ Asian ___ Black/ African Amer.
 ___ Hawaiian/ Pacific Is. ___ Hispanic/ Latino/Latinex ___ Multi-Racial ___ White
 ___ Other (Please Specify) _____

Primary Language:

Other Language(s) Spoken:

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APPENDIX C: SUMMATIVE EVALUATION (Key Assessment for Level I Field Experience)

**Understanding InTASC Standards 1 -4 - Overall Analysis and Reflection Paper
CAEP 1.1**

Expected Outcome/Objective

After participating in the Level I Field Experience, students will be able to analyze with at least 75% accuracy InTASC standards 1-4 based on the guiding questions, interview with the cooperating teacher, and notes compiled during the field experience.

Directions for Activity

This placement requires an understanding of the InTASC standards related to teacher education. You will need to do the following:

- A) Read and review the InTASC standards listed and be prepared to share your understanding of each one prior to documenting your experience.
- B) Discuss the nature of your assignments with your clinical classroom teacher. Emphasize the InTASC standards most specifically tied to this field experience - standards 1-4. (Please note you will most likely observe other InTASC standards as well.)
- C) Take notes using the guiding questions and notes from your course.
- D) Submit by the deadline.

Note: Your cooperating teacher may assign a specific student or a certain group of students for you to watch so that you have the best experience possible. Remember to be flexible.

InTASC Standards and Guiding Questions to Key Assessment Activity: Understanding of InTASC Standards 1-4.

InTASC Standard	Guiding Questions	Observation Notes
<p>#1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of</p>	<p>-Based on the lesson(s) taught, how well is your student(s) able to express his or her cognitive understanding?</p>	

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<p>learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>-Based on the assigned grade level/expectations, where does your assigned student(s) fall developmentally in terms of understanding activities in diverse domains noted in standard?</p> <p>-Explain how lessons align with the student(s) developmental stage.</p> <p>-How is the student(s) responses used to modify instruction?</p>	
<p>#2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>-What materials were available in the classroom that reflected the diversity of the classroom/community at large to support skill development?</p> <p>-Describe how technology is used to support students on diverse learners to meet high standards.</p> <p>-How are high expectations communicated to your student(s)?</p> <p>-How is an understanding of your student(s) needs and background demonstrated?</p> <p>-What resources and/or specialists are accessed to meet diverse needs of students?</p>	
<p>#3: Learning Environments</p>	<p>-Describe the level of motivation for your student(s).</p>	

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<p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> -What supports are in place to promote collaborative learning? -What teaching techniques, materials, and routines are used related to managing classroom behaviors during instruction? -What aspects of the environment assisted or did not support the learner(s) in engaging in positive social interaction to support effective classroom management? <p>What strategies are used to create rapport/positive social interaction?</p>	
<p>#4: Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline and creates learning experience that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.</p>	<ul style="list-style-type: none"> -Share the multiple levels of questioning within Bloom's Taxonomy used to engage students. -Share how the classroom teacher demonstrates knowledge of content that is appropriate for the developmental level of student. -Share how students relay their mastery of the activity taught. -Describe the strategies used to encourage students to approach learning experiences from different points of view to support mastery of the content/topic. 	

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**SUMMATIVE EVALUATION (Key Assessment for Level I Field Experience)
Understanding InTASC Standards 1 -4 - Overall Analysis and Reflection Paper
CAEP 1.1**

Category	Guiding Information/Questions	Observation Notes (In Bullet points)
<i>Background Information</i>	<p>Provide</p> <ul style="list-style-type: none"> • name and location of school. • name of clinical classroom teacher. • grade level(s)of school, and subject/grade(s) assigned. • State your major and the hours completed and the number of visits to the school finish the experience. <p>Provide</p> <ul style="list-style-type: none"> • demographics of the teaching faculty and student populations. <i>(See school website for socio-economic and ethnic information for students, tour school, etc.).</i> • Provide other factors highlighted about school from the website, manual, or information gained about the school via the interview with clinical classroom teacher. <p>Share your overall perspective of the school environment during the placement experience. In terms of the following:</p>	

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	<ul style="list-style-type: none"> • School Exterior Factors (<i>welcoming façade/structure, maintenance issues, etc.</i>). • School Interior Factors (<i>bulletin board displays reflect care, etc.</i>). • School Dispositional Factors (<i>welcoming faculty, teachers, and parents, etc.</i>). • Assigned Classroom(s) Factors (<i>sufficient lighting, maintenance issues, etc.</i>). • Classroom Clinical Teacher Factors (<i>Content Specialty, Years of Experience, etc.</i>) 	
<p><i>Standard 1: Learner Development</i></p>	<p>State in your own words what InTASC Standard 1 means to you.</p> <ul style="list-style-type: none"> • Refer to your observation notes and feedback from classroom clinical teacher on representation of standard. 	
<p><i>Standard 2: Learning Differences</i></p>	<p>State in your own words what InTASC Standard 2 means to you.</p> <ul style="list-style-type: none"> • Refer to your observation notes and feedback from classroom clinical teacher on representation of standard. 	
<p><i>Standard 3: Learning Environments</i></p>	<p>State in your own words what InTASC Standard 3 means to you.</p>	

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	<ul style="list-style-type: none"> Refer to your observation notes and feedback from classroom clinical teacher on representation of standard. 	
<i>Standard 4: Content Knowledge</i>	<p>State in your own words what InTASC Standard 4 means to you.</p> <ul style="list-style-type: none"> Refer to your observation notes and feedback from classroom clinical teacher on representation of standard. 	
<i>Summary of Overall Experience</i>	<p>Highlights of the field experience.</p> <p>Highlights from the EDU 201 course work (<i>chapters/readings/lectures, etc.</i>) that were relevant/supported the field experience.</p>	
<i>Implications/Next Steps for the Future Classroom of the Aspiring Educator</i>	<p>Identify what you would incorporate in your own classroom from this experience.</p> <p>Explain what you would do differently in your own classroom from this experience.</p>	

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Rubric for Grading: SUMMATIVE EVALUATION (Key Assessment for Level I Field Experience)

**Understanding InTASC Standards 1 -4 - Overall Analysis and Reflection Paper
CAEP 1.1**

Category	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
1. Observation, Notes & Discussion	Notes were taken for all 4 standards; 4 or more statements provide evidence of discussion with the clinical classroom teacher and is reflected in the notes.	Notes were taken for at least 3 out of the 4 standards; at least 3 statement provides evidence of discussion with the clinical classroom teacher and is reflected in the notes.	Notes were taken for 2 or fewer of the standards; no evidence of discussions with the classroom teacher is reflected in the notes.	Evidence does not provide any of the standards or statements, or evidence or discussion with clinical teacher.
2. Background	All 3 components are covered with at least 4 statements for each part provide a clear overview of school site, school population, and school climate	All 3 components are covered with at least 3 statements for each section connections made identifying the demonstration of efforts to support students' understanding of the course content and making it meaningful to the intended learners; provide a clear overview of the school site, school population, or school climate.	Irrelevant/unrelated statements provide an unclear overview of the school site, school population, or school climate.	Evidence does not provide any of the components or statements, and does not provide a clear overview of school site, population, and climate.

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<p>3. Learner Development <i>InTASC 1</i></p>	<p>6 or more connections made identifying the demonstration of classroom students' development within cognitive, linguistic, social, emotional and physical areas; 4 or more connections highlighting specific examples of appropriate and challenging learning experiences for classroom students.</p>	<p>4-5 connections made identifying the demonstration of classroom students' development across cognitive, linguistic, social, emotional and physical areas; 2-3 connections highlight specific examples of appropriate and challenging learning experiences towards classroom students.</p>	<p>Less than 3 connections made identifying the demonstration of classroom students' development across cognitive, linguistic, social, emotional and/or physical areas; Less than 2 connections highlight specific examples of appropriate and challenging learning experiences towards classroom students.</p>	<p>Evidence does not provide connections identifying the demonstration of classroom students' development within cognitive, linguistic, social, emotional, and physical areas. Nor does it provide connections highlighting specific example of appropriate and challenging learning experiences for classroom students.</p>
<p>4. Learner Differences <i>InTASC 2</i></p>	<p>6 or more connections made identifying the demonstration of classroom practices that support learner's differences and diverse cultures; 4 or more connections highlight specific examples of instructional appropriate practices and/or materials used addressing diversity or details explaining the lack of or missed opportunities.</p>	<p>4-5 connections made identifying the demonstration of classroom practices that support learner's differences and diverse cultures; 2-3 connections highlight specific examples of instructional appropriate practices and/or materials used addressing diversity or details explaining the lack of or missed opportunities.</p>	<p>Less than 3 connections made identifying the demonstration of classroom practices that support learner's differences and diverse cultures; Less than 2 connections highlight specific examples of instructional appropriates and/or materials used addressing diversity or details explaining the lack of or missed opportunities.</p>	<p>Evidence does not provide connections identifying the demonstration of classroom practices that support learner's differences and diverse cultures. Nor does it provide connections that highlight examples of appropriate instructional practices or materials used to address diversity.</p>

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<p>5. Learning Environments <i>InTASC 3</i></p>	<p>6 or more connections made identifying the demonstration of efforts to support individual and/or collaborative learning; 4 or more connections highlight specific examples of positive social interaction, active learning engagement and/or self-motivation.</p>	<p>4-5 connections made identifying the demonstration of efforts to support individual and/or collaborative learning; 2-3 connections highlight specific examples of positive social interaction, active learning engagement and/or self-motivation.</p>	<p>Less than 3 connections made identifying the demonstration of efforts to support individual and/or collaborative learning; Less than 2 connections highlight specific examples of positive social interaction, active learning engagement and/or self-motivation.</p>	<p>Evidence does not provide connections identifying the demonstration of efforts to support individual and/or collaborative learning. Nor does it provide examples of positive social interaction, active learning engagement, and/or self-motivation.</p>
<p>6. Content Knowledge <i>InTASC 4</i></p>	<p>6 or more connections made identifying the demonstration of efforts to support students' understanding of the course content and making it meaningful to the intended learners; 4 or more connections highlight specific examples of inquiry techniques and instructional materials that promote the learners' mastery of information.</p>	<p>4-5 connections made identifying the demonstration of efforts to support students' understanding of the course content and making it meaningful to the intended learners; 2-3 connections highlight specific examples of inquiry techniques and instructional materials that promote the learners' mastery of information.</p>	<p>Less than 3 connections made identifying the demonstration of efforts to support students' understanding of the course content and making it meaningful to the intended learners; Less than 2 connections highlight specific examples of inquiry techniques and instructional materials that promote learner mastery.</p>	<p>Evidence does not provide connection identifying demonstration of efforts to support students' understanding of course content. Nor does it provide examples of inquiry techniques and instructional materials.</p>
<p>7. Summary</p>	<p>4 to 5 statements provide a summary of the field experience; 4 to 5 statements provide connections to the</p>	<p>At least 3 statements provide a summary of the field experience; At least 3 statements provide connections to the course</p>	<p>Less than 3 statements provide a summary of the observation experience: Less than 2 statements</p>	<p>Evidence does not provide a summary of the field experience, nor does it provide connections to the course via chapters,</p>

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	course via chapter, lecture, or reading examples.	via chapter, lecture, or reading examples.	provided a connection to the course content.	lectures, and other reading examples.
8. Implications And Next Steps	6 or more statements demonstrate an understanding of what to take from the observer's field experience or what the observer would refrain from during future classroom instruction.	4-5 statements demonstrate an understanding of what to take from the observer's field experience or what the observer would refrain from during future classroom instruction.	Less than 3 statements demonstrate an understanding of what to take from the observer's field experience or what the observer would refrain from during future classroom instruction.	Evidence does not provide an understanding of what to take from observer's field experience or what observer would refrain from during future classroom instruction.
9. Formatting of Paper (Cover Page, Headings, and References), Grammar, Usage and Mechanics <i>GEC Writing</i>	Cover page includes all of the following: name of assignment, student's name, semester, year, related course, and NSU Professor's Name; All parts of the paper are included with the appropriate designated headings; All references cited within text and on a reference page. No more than 5 grammar and/or mechanics errors.	Cover page includes 75% of information; 75% of the Headings are included properly; References are noted within text. However, more time is needed for proper formatting for APA. No more than 3 grammar and/or mechanics errors.	Cover page includes less than 50% of the required information; Headings are improper over 50% of paper. Grammar and/or mechanics errors are excessive (6 and above) to the point of limiting understanding.	Evidence does not provide cover page, headings, or references. And/or grammar issues are noted throughout the paper.
Final Scores Per Column				

Possible Points = 36/36=100%

Your Final Score=

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APPENDIX D: LEVEL I FIELD EXPERIENCE APPLICATION

Section A: Student and Course Information

Last Name: _____			First Name: _____			MI: _____				
Student ID#: _____			Major Initials (Must Match Program EVAL): _____							
Phone #: (____) _____			NSU E-mail Address: _____@spartans.nsu.edu							
Local Address: _____										
			(City)			(State)		(Zip Code)		
Course: EDU 201			EDU 201 Course Instructor: _____							
Gender: ____Female ____Male ____Non-Binary										
Ethnicity: ____American Indian ____Asian ____African American/Black ____										
			____Hawaiian/ Pacific Islander			____Hispanic/Latino/Latinex			____Multi-Racial	
			____Other (Specify)_____			____White/Caucasian/European American				
First Generation College Student? ____Yes ____No										
Military Affiliation: ____Active ____Dependent ____Retired ____None										
English Language Learner: ____Yes ____No										
Military Affiliation: ____Active ____Dependent ____Retired ____None										
English Language Learner: ____Yes ____No										

Section B: Employment

Are you currently employed within a school division? ____Yes ____No	
If yes, please list the district(s) _____	

**NORFOLK STATE UNIVERSITY SCHOOL OF EDUCATION
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Section D: Placement Information

<p>1. Public School Request (LOCAL) School Level Preference (check one): ___Elementary ___Middle ___High School Preference (name of school): _____ School District Preference: _____ Grade Level Preference: _____ Subject/Content Area Preference: _____</p> <p>2. Public School Request (outside of HAMPTON ROADS) School Level Preference (check one): ___Elementary ___Middle ___High School Preference (name of school): _____ School District Preference: _____ Grade Level Preference: _____ Subject/Content Area Preference: _____</p>
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Initial next to each statement after reading: **(INITIALS & SIGNATURES MUST BE HANDWRITTEN OR DOCUSIGNED)** No checkmarks, please.

_____ I have read both the OCESS Reminders and Guidelines for a field experience.

_____ I understand that I am responsible for abiding by these guidelines throughout my entire experience.

_____ I have attached the corresponding city form (applicable only for Virginia Beach, Norfolk, Suffolk, or Chesapeake school division requests).

_____ I have either attached a current, negative TB test and/or a current, negative TB test is already on file with the OCESS.

_____ I have attached a **VA HB1** waiver form.

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Background Verification Form

Addendum to Field Experience

Verification Form Directions: Read the **4** statements below carefully and then print your **name**, add your **signature** and **date** below the statement you can verify. Ensure you add only **ONE** signature and date. The form will need to be resubmitted if two signatures are noted.

I have not been convicted of a violation of law other than a minor traffic violation.
I do not have any criminal charges or proceedings pending against me.
I do not have a felony, misdemeanor, or other offense for drugs, sexual abuse, and/or child abuse.
I understand that if the above-mentioned conditions are violated, it can result in cancellation of the field experience.

Application Directions: Only verify **ONE** statement that is applicable to you regarding the 4 statements you carefully read above. When submitting requests for field placements by your **signature** and the **date to the correct** statement. The Background Verification Form will need to be redone if two signatures are noted:

Statement A: *If you are able to verify the above statements when submitting requests for field placements, please sign and date below:*

Print Name	Signature	Date

Statement B: *If you are unable to verify one or more of the above statements, please give a brief explanation below and schedule a conference with the Director, OCESS. Please sign and date below text box:*

Student Comments:		
Print Name	Signature	Date