

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

Teacher Education Program



LEVEL II 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 II Field Experience is designed to provide pre-service teacher candidates with an experience to observe a practicing teacher in a clinical setting as well as assist in the instruction of P-12 students while being supervised by the cooperating teacher. With a focus on preparing competent 21st century educators, this experience will occur within P-12 school settings. The Level II field experience is comprised of a minimum of 20 hours, which must occur during teaching periods. Lunch, recess, and any other non-teaching activities are not considered teaching periods and cannot be calculated into the 20 hours.

Clinical experiences are integral parts of the curriculum for candidates in teacher education programs. For the teacher education candidate, this is a mandatory field experience. The CAEP Assessment Course in which a Level II Field Experience takes place is designated by the area of study. These experiences are planned to provide relevant opportunities for the observation, instructional delivery, reflection, and evaluation of theories and concepts. 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 Educator Preparation (CAEP)¹.

Prerequisites to Enter Level II Field Experiences

To be approved for the Level II Field Experience, a candidate must:

1. Provide documentation of Admission to Teacher Education.
2. Be enrolled in **one** of the following **courses**:
 - a. EED 470
 - b. SPE 332
 - c. SED 387 (or Discipline specific)
 - d. HED 368A
 - e. MUS 383 (10 hours)
 - f. MUS 384 (10 hours)
 - g. Complete an **application** for a field experience prior to the deadline.
3. Provide a **Level I Field Experience Record**
4. Provide a **current (within 1 year), negative Tuberculin Skin Test** or chest x-ray results.
5. Provide a current (within 1 year) signed **Background Verification Form**.
6. 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.

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

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7. Provide a **COVID-19 Acknowledgement of Risk form**.
8. Provide **VA HB1 waiver** documentation.
9. Submit a **Dispositions Assessment**.
10. Provide proof of **current membership** in a related professional organization.
11. Complete paperwork and submit the required forms as directed by the course instructor.
12. Wait for confirmation of the field experience placement prior to contacting or entering the designated setting.

Responsibilities

NSU Methods Instructor

The NSU Methods Instructor:

1. Completes the **University Methods Instructor Orientation Module**.
2. Provides the syllabus to candidates that depicts the weight of the field experience on a candidate's final course grade.
3. Describes various activities to be completed by the candidate 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. Assists the candidate with the development of professional knowledge, skills, and dispositions.
6. Collects the completed candidate-typed field experience materials.
7. Evaluates and grades the documents to pinpoint strengths and areas of growth.
8. Contacts the OCESS Director for issues relating to field placements.

On-Site Supervisor/Cooperating Teacher

The On-Site Supervisor/Cooperating Teacher:

1. Completes the **On-Site Supervisor/Cooperating Teacher Orientation Module**.
2. Explains general school policies and procedures.
3. Becomes familiar with the expected outcomes and activities required for a Level II experience as outlined in the handbook and course syllabus.
4. Assists NSU candidate with completing required activities for a Level II experience as outlined in the handbook, the course syllabus, and the NSU Methods Instructor.
5. Provides a place for NSU candidates to observe without interrupting the P-12 students in the classroom.
6. Provides opportunities for NSU candidates to demonstrate content knowledge and instructional delivery skills in a P-12 classroom setting.
7. Contacts the course instructor if they have questions or concerns related to the course, the field experience and/or issues with the NSU candidate.

NSU Teacher Candidate

The NSU teacher candidate:

1. Refers to the methods course syllabus and Level II Handbook for field experience and course assignments.
2. Completes all prerequisites for a Level II 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 methods 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 the NSU instructor for questions involving the completion of assignments and forms

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related to the course and field experience.

Director of OCESS

The Director of OCESS:

1. Arranges all Level II Field Experiences.
2. Distributes the Universal Background forms to the methods course instructors.
3. Receives Level II Field Experience applications from the methods course instructors by the designated due date.
4. Addresses and resolves field placement concerns and issues.
5. Files records on completed field placements.

Intervention Plan

Candidates participating in Level II Field Experiences must be active participants as it relates to the activities presented in this field experience handbook. In the P-12 school classroom, NSU teacher candidates will be expected to observe the interactions between teacher and students, among students, as well as with the various activities and materials being taught/used in the classroom. Candidates will also participate in the delivery of instruction and complete the designated activities/assignments indicated by the methods course instructor.

NSU teacher candidates struggling academically to complete the Level II observation, instructional delivery assignment, and subsequent activities will receive coaching and/or have an intervention plan created by their NSU methods instructor. The plan will also be developed for dispositional issues and challenges. To complete a coaching/intervention plan, the NSU methods course instructor collaborates with the candidate to create a plan of action that supports the candidate's development. The plan becomes a document that the candidate and instructor sign. The plan serves as a guide for the candidate throughout the duration of the field experience. The plan is monitored by the instructor in a manner that provides ample feedback to the candidate, which highlights growth and areas in need of improvement.

Dismissal from the Level II Field Experience Placement

If OCESS office receives notification (from the methods course instructor and/or the cooperating teacher) that an NSU teacher candidate 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 teacher candidate would receive a non-passing score for the field experience. Due process will occur if the teacher candidate refutes the claim.

Candidate 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 II Field Experience requires candidates to focus on specific InTASC standards as delineated in the methods course syllabus and the appendix of this handbook.

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Guidelines for Professional Participation

Ethically Engaging in the Level II Field Experience

Teacher candidates 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.
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 teacher candidates is given, and in most cases, the following steps will be observed:

1. **Inform the teacher candidate.** Open communication guides the teacher candidate in monitoring their growth. Initial concerns regarding any relevant expectations need to be communicated with the teacher candidate acknowledging awareness of the concern(s). Further, the teacher candidate 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 teacher candidate 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 teacher candidate. Written acknowledgement must be noted by the teacher candidate also in question.

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4. **Decision Documentation via electronic notification or meeting.** In the event a teacher candidate 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 teacher candidate to share the related decision. The teacher candidate 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 teacher candidate will have an opportunity to respond to the concerns.
5. **Appeal.** In the event the teacher candidate disagrees with the disciplinary decision, the teacher candidate 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 teacher candidate, 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.

Teacher candidate 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>.

Submittal of Documentation for the Level II Field Experience

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

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APPENDICES

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APPENDIX A: CANDIDATE’S SCHEDULE/ACTIVITIES TIME SHEET

1. (Completed by candidate and signed by Classroom Teacher and NSU methods instructor)

(Teacher Candidate): Please return this completed form to your NSU Instructor. Your Methods Instructor will submit this form to the OCESS (Office of Clinical Experiences and Student Services.)

NSU Teacher Candidate	First Name		Last Name	Program of Study
Cooperating Teacher	First Name		Last Name	
Site/School Name/ City/State				
NSU Methods Course Instructor	First Name		Last Name	
Course Prefix/		No.	Sec	
			Day Class Meets	
Course Name				

Activities/Subject(s)	Time In/Time Out	Date	Grade/Level/GR OUP	Classroom Instructor's Signature

Total Hours Observed: _____

I certify that I completed the above hours:

I confirm the hours above

Teacher Candidate’s signature

Classroom 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: Teacher Candidate, complete section A, then request completion of section C from the Cooperating Teacher. Upload the completed documentation as instructed by the Methods 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 I	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: CURRICULUM UNIT PLAN RUBRIC

Curriculum Unit Plan

	Standards	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
Content <ul style="list-style-type: none"> Subject area content is appropriate for age/grade level K-12 content area standards are appropriately addressed Subject area content is free of factual errors 	CAEP: 1, 2, 3 InTASC: 1, 2, 3, 4, 5, 6, 7, & 8 VDOE: 1, 2, 3, 4, & 5	Unit plan reflects 100% accuracy in content area subject matter; 95-100% of the subject matter content included in the unit plan is age/grade level appropriate; 95% of the content area standards are appropriate for the unit plan	Unit plan reflects 85-94% accuracy in content area subject matter; 85-94% of the subject matter content included in the unit plan is age/grade level appropriate; 85-94% of the content area standards are appropriate for the unit plan	Unit plan reflects 75-84% accuracy in content area subject matter; 75-84% of the subject matter content included in the unit plan is age/grade level appropriate; 75-84% of the content area standards are appropriate for the unit plan	Unit plan reflects less than 75% accuracy in content area subject matter; 75% of the subject matter content included in the unit plan is age/grade level appropriate; 75% of the content area standards are appropriate for the unit plan
Goals and Objectives <ul style="list-style-type: none"> Measurable objectives are identified and aligned with appropriate state and national standards Appropriate materials and resources are identified 	CAEP: 1 InTASC: 5, 6, 7 VDOE: 2, 3, 4	95-100% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; 95-100% of the materials utilized throughout the unit plan support learning.	85-94% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; 85-94% of the materials utilized throughout the unit plan support learning.	75-84% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; 75-84% of the materials utilized throughout the unit plan support learning.	Less than 75% of the measurable objectives in the unit plan are adequately aligned with the K-12 standards; Less than 75% of the materials utilized throughout the unit plan support learning.
Instructional Strategies <ul style="list-style-type: none"> Instructional strategies are aligned with learning objectives Instructional strategies address specific content/discipline areas 	CAEP: 1 InTASC: 5, 6, & 7 VDOE: 2, 3, & 4	100% of lesson plans within the unit utilize 5 or more strategies to support learning, properly aligns with the objectives and engages students in the learning experience.	At least 85% of the lesson plans within the unit use 3-4 strategies to support learning and properly align with the objectives and engages students in the learning experience.	75-84% of the lesson plans within the unit use 1-2 strategies to support learning and properly align with the objectives and engages students in the learning experience.	Less than 75% of the lesson plans within the unit use a viable strategy to support learning and there is no alignment with the objectives to support learning.
Assessment <ul style="list-style-type: none"> Assessments measure learning objectives Lesson allows for formative assessment with feedback 	CAEP: 3 InTASC: 6 VDOE: 4	Unit plan uses 7 or more formal and informal assessment strategies to measure student objectives and student mastery of content/material.	Unit plan uses 5-6 formal and informal assessment strategies to measure student understanding to measure the objectives and student mastery of content/material.	Unit plan uses 3-4 formal or informal assessment strategies to measure objectives and student mastery of content/material.	Unit plan uses less than 3 assessment strategies to measure objects nor does it support student mastery of content/material.
Learner Development & Differences <ul style="list-style-type: none"> Instructional strategies are developed for diverse learners Possible accommodations for student needs are appropriate 	InTASC: 1, 2, 9 VDOE: 1, 2, 3, 4, 5 CAEP:	Unit plan appropriately supports learner differences; 7 or more culturally relevant strategies and/or accommodations that promote differentiated instruction are included	Unit plan adequately supports learner differences; 5-6 culturally relevant strategies and/or accommodations that promote differentiated instruction are included	Unit plan has limited to support to address the needs of diverse learners; 1-4 culturally relevant strategy and/or accommodation that promote differentiated instruction is included.	Unit plan does not support learner differences and does not provide strategies and accommodations that support differentiated instruction to meet the needs of all learners.

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<ul style="list-style-type: none"> Differentiated instruction is provided when appropriate 					
<u>Content Knowledge and Application of Content</u> <ul style="list-style-type: none"> Content is relevant specialized area Content can be applied by the learner as a result of the lesson 	InTASC: 4, 5 VDOE: 1, 5, 6 CAEP:	Content in Unit plan is completely aligned with K-12 standards and aligns with lesson objectives to support specific learner outcomes and concepts.	Content in Unit plan adequately aligned with K-12 standards and adequately aligns with lesson objectives to support learner outcomes and concepts.	Content in Unit plan has limited alignment to K-12 standards and alignment with lesson objectives to support learner outcomes and concepts.	Content in Unit plan does not align with K-12 standards and there is no alignment with lesson objectives to support learner outcomes and concepts.

Total: **/24**

Proficient: 23-24 points **Competent:** 20-22 points **Emerging:** 17-19

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APPENDIX D: IMPACT ON STUDENT LEARNING RUBRIC

Impact on Student Learning Rubric

	Standards	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
<u>Pre-Test/Baseline Data Collection</u> <ul style="list-style-type: none"> Assessment instruments are appropriate for the learner/student outcomes being measure Assessment instruments align with the identified K-12 state and national standards 		3 or more appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	2 appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	1 appropriate formal and informal assessment tool which aligns with K-12 state and national standards is utilized to assess identified learner/student outcomes	No appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes.
<u>Pre-Test Data Analysis</u> <ul style="list-style-type: none"> Summary of the data includes class means, subgroup comparisons, range and percentiles Analysis includes strengths and challenges 		100% of the components are included in the summary of the data; 5-6 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	80% of the components are included in the summary of the data; 3-4 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	70% of the components are included in the summary of the data; 1-2 statements reflect an analysis of the strengths and weaknesses based on the data summary provided	50-69% of the components are included in the summary of the data; no statements reflect an analysis of the strengths and weaknesses based on the data summary provided
<u>Post Test/Baseline Data Collection</u> <ul style="list-style-type: none"> Assessment instruments are appropriate for the learner/student outcomes being measure Assessment instruments align with the identified K-12 state and national standards 		3 or more appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	2 appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes	1 appropriate formal and informal assessment tool which aligns with K-12 state and national standards is utilized to assess identified learner/student outcomes	No appropriate formal and informal assessment tools which align with K-12 state and national standards are utilized to assess identified learner/student outcomes.
<u>Post Test Data Analysis</u> <ul style="list-style-type: none"> Summary of the data includes class means, subgroup comparisons, 		100% of the components are included in the summary of the data; 5-6 statements reflect an analysis of the strengths and	80% of the components are included in the summary of the data; 3-4 statements reflect an analysis of the strengths and	70% of the components are included in the summary of the data; 1-2 statements reflect an analysis of the strengths and	50-69% of the components are included in the summary of the data; no statements reflect an analysis of the strengths and

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range and percentiles <ul style="list-style-type: none"> Graphics are included comparing pre-test and post-test results Analysis includes strengths and challenges 		weaknesses based on the data summary provided	weaknesses based on the data summary provided	weaknesses based on the data summary provided	weaknesses based on the data summary provided
<u>Reflection and Plans for Continuous Improvement</u> <ul style="list-style-type: none"> Summary of personal impact on student learning incorporates pre-test and post-test data analysis details Self-assessment includes plans for continued professional growth 		Summary of personal impact includes 8-10 statements supported by pre-test and post-test data analysis details; plans for future growth incorporate 4-5 statements related to the identified learner/student outcomes and data analysis	Summary of personal impact includes 6-8 statements supported by pre-test and post-test data analysis details; plans for future growth incorporate 2-3 statements related to the identified learner/student outcomes and data analysis	Summary of personal impact includes 3-5 statements supported by pre-test and post-test data analysis details; plans for future growth incorporate at least 1 statement related to the identified learner/student outcomes and data analysis	Summary of personal impact includes less than 5 statements supported by pre-test and post-test data analysis details; plans for future growth do not incorporate statements related to the identified learner/student outcomes and data analysis

Total: /20

Proficient: 18-20 points

Competent: 16-17 points

Emerging: 14-15 points

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**APPENDIX E: SUMMATIVE EVALUATION (Key Assessment for Level II Field
Experience)**

Understanding InTASC Standards 5-10: Overall Analysis and Reflection

Expected Outcome/Objective

After participating in the Level II Field Experience, candidates will be able to analyze with at least 75% accuracy InTASC standards 5-10 based on the guiding questions interview with the cooperating teacher, and notes compiled during the field experience.

Description of Summative Activity

During a Level II Field Experience you have the opportunity to observe how classroom educators implement the InTASC standards through their instructional delivery approaches, identification of applicable assessment instruments, utilization of assessment data to guide instruction, and incorporation of classroom management techniques to maximize learning for a diverse student population. This course requires a field experience of **20** hours or more. The summative activity has 2 parts: (1) observation write notes and typed chart, and a (2) written analysis and reflection.

Part 1 is observation. This portion of the experience follows what you have done in the Level I Field Experience. It requires the following:

- (a) taking notes while observing, collaborating with the cooperating teacher, planning instruction, and assessing students' progress,
- (b) analyzing your observation notes, reflecting upon your overall observation, providing a typed write up of your experience that demonstrates your understanding of the applicable InTASC standards, and
- (c) sharing how this observation will prepare you for applying the InTASC standards during participation portion of this field experience.

Written Analysis and Reflection

After the observation hours have been completed and you have discussed the experience with your cooperating teacher, review your notes and respond to the following in your written reflection:

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Category	Guiding Information/Questions	Observation Notes (In Bullet points)
1. Background on Site	<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, the hours completed, time span of visits, and the amount of visits to the school to 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> <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> 	
2. Standard 5: Application of Content	State in your own words what InTASC standards mean to you	

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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 	
3. Standard 6: Assessment	<p>State in your own words what InTASC standards mean to you</p> <ul style="list-style-type: none"> Refer to your observation notes and feedback from classroom clinical teacher on representation of standard 	
4. Standard 7: Planning for Instruction	<p>State in your own words what InTASC standards mean to you</p> <ul style="list-style-type: none"> Refer to your observation notes and feedback from classroom clinical teacher on representation of standard 	
5. Standard 8: Instructional Strategies	<p>State in your own words what InTASC standards mean to you</p> <ul style="list-style-type: none"> Refer to your observation notes and feedback from classroom clinical teacher on representation of standard 	
6. Standard 9: Professional Learning and Ethical Practice	<p>State in your own words what InTASC standards mean to you</p> <p>Refer to your observation notes and feedback from classroom clinical teacher on representation of standard</p>	
7. Standard 10: Leadership and Collaboration	<p>State in your own words what InTASC standards mean to you</p> <p>Refer to your observation notes and feedback from classroom clinical teacher on representation of standard</p>	
8. Summary of Overall Experience	<p>Highlights of the field experience.</p> <p>Highlights from the course work (<i>chapters/readings/lectures, etc.</i>) that was relevant/supported the field experience</p>	
9. Implications/Next Steps for the Future Classroom of the	<p>Identify what you would incorporate in your own classroom from this experience.</p>	

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<i>Aspiring Educator</i>	Explain what you would do differently in your own classroom from this experience.	
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Observation Summative Assessment Rubric for Field Experience II

Category	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
1. Observation and Participation notes	13 or more areas demonstrate relevant notes for the given 14 areas: 2 to 3 statements within each of the provided areas depict relevant evidence of feedback from the classroom teacher.	10 to 12 areas demonstrate relevant notes for the given areas out of the 14; At least 1 statement within each of the provided areas depict evidence of relevant feedback from the classroom teacher.	9 areas or less demonstrates relevant notes for the given areas out of the 14; no statements are relevant or provided that demonstrate feedback from the classroom teacher on the provided areas.	0 Notes/unrelated statements were taken for any of the 14 categories of the assignment; and/or no evidence of feedback/relevant statements are reflected with classroom teacher.
2. Introduction	6 or more statements provide a clear overview of school environment or classroom environment.	4-5 statements provide a clear overview of school environment or classroom environment.	2-3 statements provide a clear overview of school environment or classroom environment.	0 or irrelevant/unrelated statements provide an unclear overview of school environment or classroom environment.
3. Learner Development <i>InTASC I</i>	6 or more connections made identifying the demonstration of learner development understanding across cognitive, linguistic, social, emotional and physical areas; 4 or more connections highlight specific examples of appropriate and challenging learning experiences.	4-5 connections made identifying the demonstration of learner development understanding across cognitive, linguistic, social, emotional and physical areas; 2-3 connections highlight specific examples of appropriate and challenging learning experiences.	Less than 3 connections made identifying the demonstration of learner development understanding across cognitive, linguistic, social, emotional and physical areas; Less than 2 connections highlight specific examples of appropriate and challenging learning experiences.	0 connections made identifying the demonstration of learner development understanding across cognitive, linguistic, social, emotional and physical areas; and/or 0 connections highlight specific examples of appropriate and challenging learning experiences.

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4. Learner Differences <i>InTASC 2</i>	6 or more connections made identifying the demonstration of understanding learner differences and diverse cultures; 4 or more connections highlight specific examples of instructional appropriates and/or materials used addressing diversity or details explaining the lack of information.	4-5 connections made identifying the demonstration of understanding learner differences and diverse cultures; 2-3 connections highlight specific examples of instructional appropriates and/or materials used addressing diversity or details explaining the lack of information.	Less than 3 connections made identifying the demonstration of understanding learner 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 information.	0 connections made identifying the demonstration of understanding learner differences and diverse cultures; 0 connections highlight specific examples of instructional appropriates and/or materials used addressing diversity or details explaining the lack of information.
5. Learning Environments <i>InTASC 3</i>	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.	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.	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.	0 connections made identifying the demonstration of efforts to support individual and/or collaborative learning; 0 connections highlight specific examples of positive social interaction, active learning engagement and/or self-motivation.
6. Content Knowledge <i>InTASC 4</i>	6 or more connections made identifying the demonstration of understanding the course content and making it meaningful to the intended learners; 4 or more connections highlight specific examples of inquiry techniques and instructional	4-5 connections made identifying the demonstration of understanding the course content and making it meaningful to the intended learners; 2-3 connections highlight specific examples of inquiry techniques and instructional materials that	Less than 3 connections made identifying the demonstration of understanding the course content and making it meaningful to the intended learners; Less than 2 connections highlight specific examples of inquiry techniques and instructional	0 connections made identifying the demonstration of understanding the course content and making it meaningful to the intended learners; 0 connections highlight specific examples of inquiry techniques and instructional materials that promote learner mastery.

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	materials that promote learner mastery.	promote learner mastery.	materials that promote learner mastery.	
7. Assessment <i>InTASC 6</i>	6 or more connections made identifying the demonstration of understanding the use of assessment to guide teacher and learner decision making; 4 or more connections highlight specific examples of assessment methods used to monitor learner progress and guide growth	4-5 connections made identifying the demonstration of understanding the use of assessment to guide teacher and learner decision making; 2-3 connections highlight specific examples of assessment methods used to monitor learner progress and guide growth	Less than 3 connections made identifying the demonstration of understanding the use of assessment to guide teacher and learner decision making; Less than 2 connections highlight specific examples of assessment methods used to monitor learner progress and guide growth	0 connections made identifying the demonstration of understanding the use of assessment to guide teacher and learner decision making; 0 connections highlight specific examples of assessment methods used to monitor learner progress and guide growth
8. Summary	8 -10 statements provide a summary of the observation experience.	5 to 7 statements provide a summary of the observation experience.	Less than 5 statements provide a summary of the observation experience.	0 statements provide a summary of the observation experience.
9. Considerations for Present Experience	6 or more statements demonstrate an understanding of what to take from the observer's present teaching experience or what the observer would refrain from during while teaching.	4-5 statements demonstrate an understanding of what to take from the observer's present experience or what the observer would refrain from during while teaching.	Less than 3 statements demonstrate an understanding of what to take from the observer's present experience or what the observer would refrain from during while teaching in the placement.	0 statements demonstrate an understanding of what to take from the observer's present teaching experience or what the observer would refrain from during while teaching.
10. 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	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	Cover page includes less than 50% of the required information; Headings are improper over 50% of paper. References are improper over 50% of paper. Grammar and/or mechanics errors are excessive (6	Evidence does not provide cover page, headings, or references; And/or Evidence does not provide a clear understanding of grammatical rules in the English language.

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	headings; All references cited within text and on a reference page properly. No more than 3 grammar and/or mechanics errors.	than 5 grammar and/or mechanics errors.	and above) to the point of limiting understanding.	
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Grade for Level II Field Experience Observation Assignment:

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Part 2 is participation. This portion of the experience provides an opportunity for you to demonstrate your understanding of the InTASC standards through instructional delivery:

- (a) review your observation notes and reflect upon all that you have observed as it pertains to the applicable InTASC standards,
- (b) collaborate with your cooperating teacher to develop a lesson that demonstrates your understanding of learner development and needs, content, assessment, and instructional strategies,
- (c) engage in a review of your participation with the cooperating teacher and the methods course instructor, and
- (d) share how this experience will prepare you for applying the InTASC standards during the student teaching field experience.

Participation Summative Assessment Rubric for Level II Field Experience

The second part of your experience is to demonstrate your understanding of learner development and differences, application of content, planning instruction, assessing student progress and/or growth, applying instructional strategies in an ethical and professional manner.

Category	Proficient (4)	Competent (3)	Emerging (2)	Unsatisfactory (1)
1. Introduction	6 or more statements provide a clear overview of the composition of the classroom and the nature of the instruction provided.	4-5 statements provide a clear overview of the composition of the classroom and the nature of the instruction provided.	Less than 3 related statements provide a clear overview of the composition of the classroom and the nature of the instruction provided.	0 statements provide a clear overview of the composition of the classroom and the nature of the instruction provided.
2. Planning for Instruction <i>InTASC 7</i>	6 or more connections made identifying the learning goals associated with the instruction delivered; 4 or more connections highlight specific examples of appropriate supports provided reflecting an understanding of the learner and the content.	4-5 connections made identifying the learning goals associated with the instruction delivered; 2-3 connections highlight specific examples of appropriate supports provided reflecting an understanding of the learner and the content.	Less than 3 connections made identifying the learning goals associated with the instruction delivered; Less than 2 connections highlight specific examples of appropriate supports provided reflecting an understanding of the learner and the content.	0 connections made identifying the learning goals associated with the instruction delivered; 0 connections highlight specific examples of appropriate supports provided reflecting an understanding of the learner and the content.

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3. Instructional Strategies <i>InTASC 8</i>	6 or more connections made identifying the use of a variety of instructional strategies to encourage all learners to develop a deep understanding of the content; 4 or more connections highlight specific examples of learners building skills to apply knowledge in meaningful ways.	4-5 connections made identifying the use of a variety of instructional strategies to encourage all learners to develop a deep understanding of the content; 2-3 connections highlight specific examples of learners building skills to apply knowledge in meaningful ways.	Less than 3 connections made identifying the use of a variety of instructional strategies to encourage all learners to develop a deep understanding of the content; Less than 2 connections highlight specific examples of learners building skills to apply knowledge in meaningful ways.	0 connections made identifying the use of a variety of instructional strategies to encourage all learners to develop a deep understanding of the content; 0 connections highlight specific examples of learners building skills to apply knowledge in meaningful ways.
4. Assessment <i>InTASC 6</i>	6 or more connections made identifying the use of assessment to guide teacher and learner decision-making; 4 or more connections highlight specific examples of assessment methods used to monitor learner progress and guide growth.	4-5 connections made identifying the use of assessment to guide teacher and learner decision-making; 2-3 connections highlight specific examples of assessment methods used to monitor learner progress and guide growth.	Less than 3 connections made identifying the use of assessment to guide teacher and learner decision-making; Less than 2 connections highlight specific examples of assessment methods used to monitor learner progress and guide growth.	0 connections made identifying the use of assessment to guide teacher and learner decision-making; 4 or more connections highlight specific examples of assessment methods used to monitor learner progress and guide growth.
5. Application of Content <i>InTASC 5</i>	6 or more connections made identifying the demonstration of approaches utilized to connect concepts by using differing learner perspectives; 4 or more connections highlight specific examples of engaging learners in critical thinking, creativity or collaborative problem solving related to local	4-5 connections made identifying the demonstration of approaches utilized to connect concepts by using differing learner perspectives; 2-3 connections highlight specific examples of engaging learners in critical thinking, creativity or collaborative problem solving related to local and/or global issues.	Less than 3 connections made identifying the demonstration of approaches utilized to connect concepts by using differing learner perspectives; Less than 2 connections highlight specific examples of engaging learners in critical thinking, creativity or collaborative problem solving related to local and/or global issues.	0 connections made identifying the demonstration of approaches utilized to connect concepts by using differing learner perspectives; 4 or more connections highlight specific examples of engaging learners in critical thinking, creativity or collaborative problem solving related to local and/or global issues.

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	and/or global issues.			
6. Professional Learning and Ethical Practice <i>InTASC 9</i>	6 or more connections made identifying the demonstration of evaluating classroom practices; 4 or more connections highlight specific examples ethical considerations in adapting classroom practices to meet learner needs.	4-5 connections made identifying the demonstration of evaluating classroom practices; 2-3 connections highlight specific examples ethical considerations in adapting classroom practices to meet learner needs.	Less than 3 connections made identifying the demonstration of evaluating classroom practices; Less than 2 connections highlight specific examples ethical considerations in adapting classroom practices to meet learner needs.	0 connections made identifying the demonstration of evaluating classroom practices; 4 or more connections highlight specific examples ethical considerations in adapting classroom practices to meet learner needs.
7. Leadership and Collaboration <i>InTASC 10</i>	6 or more connections made identifying the demonstration of initiating support to students, teacher, and/or other stakeholders within the classroom environment or from sources within the community to support learning.	4-5 connections made identifying the demonstration of initiating support to students, teacher, and/or other stakeholders within the classroom environment or from sources within the community to support learning.	Less than 3 connections made identify the demonstration of initiating support to students and other stakeholders within the classroom environment or from sources within the community to support learning.	0 connections made identifying the demonstration of initiating support to students, teacher, and/or other stakeholders within the classroom environment or from sources within the community to support learning.
8. Summary	8 -10 statements provide a summary of the participation experience.	5 to 7 statements provide a summary of the participation experience.	Less than 5 statements provide a summary of the participation experience.	0 statements provide a summary of the participation experience.
9. Implications for Student Teaching	6 or more statements demonstrate an understanding of how this experience will shape a future student teaching experience	4-5 statements demonstrate an understanding of how this experience will shape a future student teaching experience	Less than 3 statements demonstrate an understanding of how this experience will shape a future student teaching experience	0 statements demonstrate an understanding of how this experience will shape a future student teaching experience
11. Formatting of Paper (Cover Page, Headings, and References), Grammar,	Cover page includes all of the following: name of assignment, student's name, semester, year, related course, and	Cover page includes 75% of information; 75% of the Headings are included properly; References are	Cover page includes less than 50% of the required information; Headings are improper over 50% of paper. Grammar	Evidence does not provide cover page, headings, or references; And/or Evidence does not provide a clear understanding of

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Usage and Mechanics <i>GEC Writing</i>	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.	noted within text. However, more time is needed for proper formatting for APA. No more than 3 grammar and/or mechanics errors.	and/or mechanics errors are excessive (6 and above) to the point of limiting understanding.	grammatical rules in the English language.
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Grade for Level II Field Experience Participation Assignment:

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APPENDIX F: LEVEL II FIELD EXPERIENCE APPLICATION

Section A: Candidate and Course Information

Last Name: _____			First Name: _____			MI: _____		
NSU ID#: _____			Major Initials (Must Match Program EVAL): _____					
Phone #: (____) _____			NSU E-mail Address: _____@spartans.nsu.edu					
Cellphone #: (____) _____			Alternate E-mail Address: _____					
Local Address: _____								
(City) (State) (Zip Code)								
Methods Course: _____				Methods 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								

Section B: Employment

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

Section D: Placement Information

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: _____	

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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: _____

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 the **COVID-19 Acknowledgement of Risk** form.

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

_____ I have attached my **Level I Field Experience Record**

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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

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