

Teaching as a Profession Field Experience

FAMILY AND CONSUMER SCIENCES | CAREER AND TECHNICAL EDUCATION

FE23



NORTH CAROLINA
State Board of Education
Department of Public Instruction

www.dpi.nc.gov

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INTRODUCTION

The Teaching as a Profession Field Experience is a work-based learning experience through which a student participates in the daily operations of a school under the direct supervision of a teacher mentor. The field experience provides a realistic environment from which a student learns about a particular industry or occupation, applies knowledge and skills learned in the classroom, and frequently reflects upon these experiences. The field experience, therefore, is a supplement to formal classroom instruction. In addition, the overall experience contributes to the student's career pathway, helping the student to narrow their career choices.

The Teaching as a Profession Field Experience Guide is designed to offer sample resources to work-based learning designees as they develop student field experiences. In addition, this guide will provide required documentation, relevant information for students, and considerations for work-based learning designees, administrators, parents, and cooperating teaching.

Work-based learning designees should understand that the resources in this guide may be modified to fit the needs of each program. Often resources will show a variety of ways to document or share information and the work-based learning designee should select the preferred method within local requirements.

Prior to the start of the school year, it is important to determine if students will seek their own field experience sites, if the work-based learning designee will make arrangements for them, or most likely, it will be a blend of the two. Students should be placed within five days of the semester or be removed from the course.

Additionally, and importantly, work-based learning designees must seek guidance from their specific school and PSU for all policies and legal requirements regarding field experiences for students. This guide is not intended to be an exemplar or to indicate legal or policy requirements.

FE21 Teaching as a Profession I must be completed as a prerequisite. FE23 Teaching as a Profession Field Experience course can be scheduled the same semester as FE22 Teaching as a Profession II or in a following semester.

PHILOSOPHY

This guide is intended to provide information and guidance for the Teaching as a Profession teacher or Work-based learning designee and students to engage in the Teaching as a Profession Field Experience.

Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences to apply academic and technical skills and develop employability skills. The concept of WBL has been in practice for centuries and is an integral part of the Career and Technical Education system. Work-based learning

strategies promote career awareness, career exploration opportunities, career planning activities, and help students reach competencies such as positive work attitudes and employability skills.

Field experience is a WBL component where a student participates in the daily operations of a work site under the direct supervision of a professional mentor. The field experience provides a realistic environment within which a student learns about a particular industry or occupation and applies knowledge and skills learned in the classroom. In addition, field experiences help show students the “why” of what they are learning.

The work experience should contribute to the students’ career pathway, in this case, education, helping the student to narrow his or her career choices.

BENEFITS FOR STUDENTS

Students benefit from work-based learning through:

- application of classroom learning (both academic and technical) in real-world settings.
- establishment of a clear connection between school and work.
- assessment of his or her interests, aptitudes, and abilities while learning about career possibilities.
- improvement of their post-graduation employment opportunities.
- development and practice of positive work-related habits and attitudes, including the ability to think critically, solve problems, work in teams, and resolve issues.
- assessment and understanding of the expectations of the workplace.
- establishment of professional contacts for future employment.
- expansion and refinement of his or her technical skills.
- participation in authentic, job-related tasks.
- observation of the demeanor and procedures of workplace professionals.
- increased motivation/appreciation for staying in school.
- awareness of post-secondary education opportunities.

BENEFITS FOR SCHOOLS

Schools benefit from work-based learning through:

- expanding the curriculum and learning facilities.
- exposing students to state-of-the-art equipment, technology, and techniques.
- meeting the needs of diverse student populations.
- individualizing instruction for students.
- promoting and fostering faculty interaction with the business community.
- enhancing faculty/staff development efforts.
- making education more relevant and valuable to students.
- increasing student retention rates in schools.
- reducing overcrowding by utilizing off-campus learning sites.
- providing an alternative to building additional classrooms and laboratories to accommodate growth.

PURPOSE

The Teaching as a Profession courses include content and pedagogy of teaching as well as field-based experiences for high school students. As a required companion to the classroom instruction of Teaching as a Profession II, the Teaching as a Profession Field Experience is intended to provide students with authentic work experience in a Pre-K-12 classroom setting. This experience allows students to construct first-hand knowledge of what it means to be a teacher.

The Teaching as a Profession Field Experience is designed so that students apply knowledge, build effective relationships, and refine workplace proficiencies while honing personal and interpersonal skills. As an integral component of college and career readiness, these skills and dispositions are consistent with the [Employability Skills Framework](#) developed by the Office of Career, Technical and Adult Education at the U.S. Department of Education.

Applied Knowledge: The thoughtful integration of academic knowledge and technical skills	Students can take what they learned in Teaching as a Profession I and II, see it in action, and start putting it to practice.
Effective Relationships: The combination of interpersonal skills and personal qualities	Students will enhance relationship skills through working with a cooperating teacher and interaction with students in the classroom.
Workplace Skills: The abilities employees need to successfully accomplish work tasks	Students will have a chance to practice and enhance skills that will allow them to be successful in a teaching career.

HOURS OF CREDIT AND SCHEDULING

Students participating in the Teaching as a Profession Field Experience will earn academic credit based on the number of hours spent in the classroom and completing required documents. Public School Units (PSUs) may increase the hourly requirements

consistently for all forms of work-based learning. North Carolina State Board of Education Policy CTED-003 on the minimum number of hours required is provided in the chart below.

Schedule	On-the-job/Work-based Experience Required	Credit Earned for Work-based Component
4x4 Block (Semester)	120	1 Unit
A-B Day (Year-long)	120	1 Unit
Traditional (Year-long)	150	1 Unit

Teachers should work with their principal, local CTE director, and/or Career Development Designee to determine the best scheduling option for the students.

FACILITATING

All students must be supervised by a licensed work-based learning designee with an appropriate background for creating placements and supervising interns. In this case, it may be either the teacher of record for FE22 Teaching as a Profession II or an individual who is the high school work-based learning designee. Locally, work-based learning designees should work with their principal, local CTE director, and/or Career Development Designee to determine the best scheduling option for the students.

SITE SELECTION

Appropriate sites are those that best serve the purposes of the Teaching as a Profession Field Experience. Each PSU should work with their schools to determine the best locations for intern placement in Pre-K-12 classrooms. Field experiences should occur in classrooms staffed with experienced, highly effective cooperating teachers. Efforts should be made to minimize travel and provide students with options for elementary, middle, and high school experiences.

COOPERATING TEACHER SELECTION

Cooperating teacher selections should take place before the start of the semester that a student is completing Teaching as a Profession Field Experience. For example, if students are enrolled in Teaching as a Profession Field Experience during the spring semester, cooperating teacher selections should take place during the fall semester. This allows the student to begin their hours at the start of the semester. If students are enrolled in Teaching as a Profession Field Experience during the fall semester, students and work-based learning designees or Teaching as a Profession teacher, should begin discussions with cooperating teachers at the end of the school year prior to the semester, or during teacher workdays before the start of school.

INSURABILITY

The North Carolina Department of Public Instruction (NCDPI) has a policy for insurability for work-based learning programs, including internships. The local CTE Director and school PSU should obtain information through the NCDPI insurability consultant.

FIELD EXPERIENCE GUIDELINES

The following information is intended to provide guidelines for teachers and students participating in the Teaching as a Profession Field Experience. Please reference your Public School Unit's (PSU's) local policies regarding student conduct and field experiences/internships for additional information and to create specific guidelines aligned to your PSU. Teachers may also want to review examples with students for clarity.

DRESS CODE

Please refer to your school dress code and abide by those guidelines. Speak with your supervising teacher to verify if additional guidelines need to be followed during field experience hours. The default dress code is business casual for most school systems.

CELL PHONES AND SOCIAL NETWORKING

Field experience students may bring personal cell phones to the site; however, phones are not to be in view or turned on at any time when the individual is in the classroom or with students in the building. High school students should keep their phone numbers private from students at all times.

It is also not appropriate to accept students as "friends" or "followers" on social media accounts, as doing so gives them access to all content and information on your "page." Students should not use Facebook, Twitter, Instagram, SnapChat, TicTok, blog accounts, or other social media networks while in the classroom and should have no mention of FE23 Teaching as a Profession Field Experience student listed on them. Students are not allowed to take pictures of their field experience placement or students and use them on any type of social media.

SICK DAYS

If, for any reason, a student is out of school and unable to attend the field experience, they must contact the school/supervising teacher before they are to arrive at school to let them know that they will not be attending. Teaching as a Profession teachers or work-based learning designees may create additional guidelines for absenteeism.

PROGRAM OF WORK

A written program of work must be developed for each student, outlining the goals of the field experience, the competencies to be mastered by the student, and the strategies to be employed to achieve the goals of the field experience. The field experience goals are anchored in the Employability Skills Framework developed by the Office of Career, Technical and Adult Education at the U.S. Department of Education. The field experience competencies outlined below are closely aligned with the essential standards of the Teaching as a Profession II course and are supported by classroom

instruction prescribed in the curriculum guide. Students are expected to demonstrate these competencies through the Teaching as a Profession Field Experience course.

Goals	Apply knowledge		Build effective relationships	
	Refine workplace proficiencies		Hone personal and interpersonal skills	
Competencies	Collaborate with students, families, and communities		Employ culturally responsive instruction and inclusive strategies	
	Uphold high expectations of learning outcomes for diverse learners		Utilize instructional strategies and educational technologies to enhance teaching and support diverse learning needs.	
	Demonstrate the application of general interventions and appropriate strategies for all learners as well as specifically designed instruction for individual learners			
Strategies	Classroom Observations	Lesson Planning	Lesson Turning	
	Co-Planning	Co-Teaching	Instruction	
	Faculty/Staff Interviews	Correct/Grade Papers	Tutor Students	
	Additional Duties and Responsibilities	Setup Classroom Equipment	Prepare Bulletin Boards	

Field experiences are most meaningful for students when woven throughout the course. Students need opportunities to observe and apply course content to authentic situations with every objective studied. To simulate real-world expectations, work at the field experience site and in the classroom must be part of an established routine, with regular participation by every student.

REQUIREMENTS

FIELD EXPERIENCE AGREEMENT

Students receiving credit for the FE23 Teaching as a Profession Field Experience must complete a written agreement developed among the school, students, parents, and the participating school describing the responsibilities of all parties. The Field Experience Agreement must be signed by all parties involved and maintained on file. Each party must have a copy of this document.

FORMS AND DOCUMENTS

The forms and documents below are required as part of the Teaching as a Profession Field Experience. The following forms are provided in the appendix as templates or examples and can be used as needed for documentation related to the field experience.

- Parent Permission form
- Transportation/Travel Permission Form
- Cooperating Teacher Letter and Expectations
- Confidentiality Agreement
- Health Form
- Hours Log
- Cooperating Teacher Evaluation

FIELD EXPERIENCE AGREEMENT

Student Name: _____

Student School: _____

Work-based learning Designee Name and Title: _____

Work-based learning Designee Email: _____

Field Experience School Placement: _____

Cooperating Teacher: _____

Cooperating Teacher Email: _____

Field Experience School Address, City, Zip: _____

School phone #: _____

Start date: _____ Number of weeks: _____ # Hours per week: _____

Field Experience School Responsibilities

1. The placement school, recognizing that the field experience is being followed and that close supervision of the student will be needed, agrees:
2. To place the student in a training position for the purpose of providing educational and employment experiences and tasks of instructional value.
3. To ensure the student's activity will be supervised by an experienced and qualified person, with tasks to be performed under safe conditions.
4. To ensure the student will receive the same consideration given to other interns regarding safety, health, social security, general employment conditions, and other regulations of the firm.
5. To notify the work-based learning designee if difficulties arise, changes are necessary, or if termination of field experience seems likely to occur.
6. To keep the work-based learning designee informed of the student's progress and to assist in evaluating the student.
7. To avoid discrimination against the student based on race, color, national origin, gender, religion, creed, disadvantaging or handicapping condition, or limited English proficiency, hiring, placement, assignment of work tasks, hours of employment, levels of responsibility, pay, and other employment procedures.

Work-based Learning Designee Responsibilities

The work-based learning designee, representing the school, will coordinate the internship toward satisfactory preparation for the student's career interests and agrees:

1. To make at least one visit per week to the training station to observe the student and consult with a cooperating teacher.
2. To assist in the evaluation of the student.
3. To attempt to resolve complaints with all parties concerned, with authority to withdraw a student when necessary.

4. To inform students of field experience opportunities without regard to race, color, national origin, gender, religion, creed, disadvantaging or handicapping condition, or limited English proficiency.

Parent/Guardian Responsibilities

The parent or guardian, realizing the importance of the field experience in helping the student to achieve career objectives, agrees:

1. To encourage the student to effectively carry out his/her duties and responsibilities as outlined in this agreement.
2. To assume responsibility for the student's conduct, transportation, and necessary insurance while in the training program, including the time in class and at the field experience site.
3. To work cooperatively with the work-based learning designee and the student in solving problems relating to school and work.

Student Responsibilities

The student promises to abide by all implied and stated terms in this agreement.

1. Students must log a minimum of 120 hours in a school term, based on their school schedules, to receive academic credit for the field experience. Public School Units may increase this requirement as long as it is consistent with all forms of work-based learning receiving academic credit.
2. The student is expected to remain with the original field experience placement throughout the school term and will only be granted permission to change with proper justification. Students are not allowed to terminate the field experience.
3. The student is expected to conform to field experience rules and regulations. Professional dress, conduct, grooming, attendance, punctuality, and adherence to the field experience schedule are expected.
4. The student is not allowed to participate in the field experience on days absent from school.
5. The student must notify the cooperating teacher, school, and work-based learning designee each day he/she is unable to attend, according to school policy.
6. High school work will be the priority. If a work-based learning designee or school administrator tells a student to remain at the high school, he/she must do so.
7. The student is responsible for providing his/her transportation to and from the field experience site.
8. The student is expected to maintain accurate and up-to-date time records and complete connecting activities by established deadlines. Failure to submit records and assignments to the work-based learning designee as requested will result in failure and removal from the Field Experience program.
9. The student who loses his/her field experience placement because of dishonesty may be dismissed from the field experience and lose all credit for the course. Such an offense is severe and will become part of the permanent record.
10. The student who loses his/her field experience placement because of inefficiency, lack of interest, poor behavior, neglect of school or field experience

regulations, etc., will be disciplined on an individual basis, may receive no credit for the program, and/or may be dismissed from the field experience program.

Field Experience Student Signature	Printed Name	Date
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Work-based learning Designee Signature	Printed Name	Date
--	--------------	------

Parent/Guardian Signature	Printed Name	Date
---------------------------	--------------	------

Cooperating Teacher Signature	Printed Name	Date
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PARENT PERMISSION AGREEMENT

Name of Student _____

High School _____

Name of Field Experience Site _____

Beginning Date of Experience _____ Hrs. Required for Completion _____

Name of Parent/Guardian _____

I, the parent/guardian, give my child permission to participate in the Teaching as a Profession Field Experience at the above field experience site, and I agree to the following:

- Encourage and support my child in this work-based learning experience.
- Realize that if he/she does not fulfill the terms of the field experience agreement, he/she will receive a grade of "F".
- Grant permission for information on my child's academic, attendance, and behavior records to be shared with the school/cooperating teacher hosting the field experience.
- Provide transportation for my child to and from the field experience site.
- Provide medical insurance information, including the name and policy number of insurance coverage for this student.
- Notify my child's counselor/work-based learning designee of any problems that might jeopardize his/her completion of the field experience.
- Acknowledge that I will be notified by the work-based learning designee or cooperating teacher/school should a medical emergency occur during my child's participation in the field experience. If the work-based learning designee or cooperating teacher/school should not be able to reach me, I prefer that the following individual be called:

Name: _____

Relationship to Student: _____

Phone Number: _____

Signature of Parent/Guardian _____

Date _____

Source: [A Toolkit & Guide to Work-Based Learning in North Carolina](#)

COOPERATING TEACHER LETTER AND EXPECTATIONS

Student Name: _____

Dear _____ (Insert Cooperating Teacher name),

Thank you for allowing the above-named student to participate in a Field Experience with you for a duration of the _____ semester to enhance his / her educational experience.

Starting Date:

Completion Date:

As cooperating teacher, you agree to:

1. Provide activities which will contribute to the achievement of the required competencies, guiding the student through hands-on experiences.
2. Observe and assess the student at the site and provide periodic written and verbal reports.
3. Provide the work experience for the student during the agreed times.
4. Adhere to all federal and state regulations regarding applicable Child Labor Laws.
5. Cooperate in developing a training/work plan for the intern.
6. Monitor the progress on the field experience plan along with the Work-based learning designee.
7. Promote positive work habits.
8. Regularly communicate with the student regarding field experience elements, attendance, and recordkeeping.
9. Promptly report any dissatisfaction to the work-based learning designee and when the student falls below industry standards.

The following persons are directly involved and concerned with the student's success. Each has read this agreement and understands the various responsibilities of the program.

Student

Parent/Guardian

Work-based Learning Designee

Cooperating Teacher

Based off of: [Modified from MSBSD District-Wide Programs CTE Internship Program Student Packet](#)

TRANSPORTATION TRAVEL FORM

Student Name: _____

Field Experience Site: _____

Site Address: _____

As stated in the field experience agreement, the student is responsible for providing his/her transportation to and from the field experience site. Therefore, I give permission for my son/daughter to abide by the following transportation plan for the duration of the field experience:

Parent or Guardian Signature Date

Parent or Guardian Printed Name

CONFIDENTIALITY AGREEMENT FORM

Students should:

- Become familiar with the federal Family Educational Rights and Privacy Act (FERPA) related to student information confidentiality.
- Maintain confidentiality of all student information.
- Remember that student records are confidential and accessible for professional use only.
- Hold in confidence information learned in professional practice and contained in educational records except when pertinent regulations or statutes require disclosure.
- Carefully consider discretion and confidentiality in conversations within the school and the community.

I understand the need for confidentiality of student records and school information. I understand and agree to these terms and conditions.

Print Name: _____

Signature: _____

Date: _____

HEALTH FORM

Should it be necessary for my son/daughter to have medical treatment while participating in this field experience, I hereby give the school and/or the Field Experience Site personnel permission to use their best judgment in obtaining medical services for my child. I give consent to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

____ Yes ____ No

Permission is also granted to release emergency contact/medical history to the attending physician or the Field Experience Site personnel if needed.

____ Yes ____ No

Health Insurance Company: _____

Name of Policy Holder: _____

Identification Number: _____ Account Number: _____

Emergency Contact #1: _____ Phone: _____

Emergency Contact #2: _____ Phone: _____

Family Doctor: _____ Phone: _____

Does your son/ daughter require special accommodations due to medical limitations, disabilities, or other restrictions? ____ Yes ____ No

If yes, please explain:

I hereby agree to waive and release any and all rights that I, my child, or our representatives may have to make a claim against the school and the Field Experience Site of my child or their respective officers, employees, or representative arising from injury or damages, including attorney fees that may result from my child's participation in the internship. I further agree to indemnify and hold harmless the school and the Field Experience Site of my child or their respective officers, employees, or representative from any claims, including attorney fees, which my child or I might make or which might be made on our or my behalf by others, or which might be made against my child or me by others, arising from my child's participation in the internship.

Signature of Parent/Guardian

Date

Printed Parent Name

SAMPLE FIELD EXPERIENCE HOURS LOGS

Name: _____

Month: _____

Field Experience Site: _____

√	5
4 – 10 6 hours	

Place the date in the upper right box.

Place a check mark in the upper left box to indicate attendance at school that day.

Record the hours you were scheduled and the number of hours you worked in the main box (see the example on the left).

Record the monthly totals on your Cumulative Wage and Hour Record.

Sunday			Monday			Tuesday			Wednesday			Thursday			Friday			Saturday			Hours

Total Hours: _____

Source: [A Toolkit & Guide to Work-Based Learning in North Carolina](#)

SAMPLE INTERNSHIP HOURS LOG #2

Students are required to track their hours by date/time and provide the work-based learning designee with a copy. Any hours claimed for the field experience must be verifiable with documentation. Acceptable forms of documentation include log sheets signed by a cooperating teacher or electronic sign-in printouts from the school site.

Date	Time-In	Time-Out	Hours Worked

Student Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

FIELD EXPERIENCE COOPERATING TEACHER EVALUATION

Students name: _____

Number of hours worked: _____ School Site: _____

Cooperating Teacher Name: _____

Brief description of student's experiences:

Note to field experience site: This form was developed to help the Work-based learning Designee assign the student's academic credit. It is suggested that you share this evaluation with the student before sending it to the Work-based learning Designee. Please check only those items you feel comfortable evaluating. Thank you for your assistance and cooperation.

Score (1 to 5)

_____ Suitability of dress
_____ Personal hygiene
_____ Positive attitude
_____ Interest in work
_____ Cooperation
_____ Initiative
_____ Adaptability/Flexibility
_____ Dependability
_____ Honesty/Integrity
_____ Following directions

Score (1 to 5)

_____ Taking criticism
_____ Getting along with others
_____ Using good judgment
_____ Reporting to work on time
_____ Attendance
_____ Time management
_____ Producing quality work
_____ Accepting responsibility
_____ Effective communication skills

Please evaluate overall performance:

Circle one: Excellent Above Average Average Below Average

Comments:

Cooperating Teacher Signature _____ Date _____

Please check one of the following boxes:

- ☐ Please share this evaluation with the student.
☐ Please do not share this evaluation with the student.

Source: [A Toolkit & Guide to Work-Based Learning in North Carolina](#)

SITE SELECTION - FIELD EXPERIENCE INTEREST FORM

Student Name: _____

Field Experience Interests

Grade level interests: _____

Subject area interests: _____

Which is more important, grade level or subject? _____

Do you have a school site that you are interested in: _____

Field Experience Goals:

What are your personal goals for this field experience?

What questions do you have about the field experience?

STUDENT EXPECTATIONS AND CODES OF CONDUCT

- I will be punctual and conscientious in fulfilling my commitment and duties.
- I will accept supervision graciously.
- I will conduct myself in a dignified, courteous, and considerate manner.
- I will take any problems, criticisms, or suggestions to my supervisor.
- I will follow all company policies and procedures (dress code, safety, training, etc.).
- I will always knock on closed doors.
- I will not chew gum or eat food while working.
- I will not take friends to the worksite.
- I will not solicit the organization or employees for donations, fundraisers, etc.
- I will always notify my cooperating teacher if I am unable to report for work.
- I will work only when and where assigned.
- I will refrain from loud talking and inappropriate laughing.
- I will not use company phones or email for personal use.
- I will not use my cell phone for personal use while on the job, including texting.
- I will not surf the Internet, use personal email, or play games on the job.
- I will keep company information confidential unless directed otherwise.

Field Experience participants follow the same code of conduct as other team members. I further understand that all school site information is confidential, and any dissemination of this information could lead to legal prosecution. Always remember that you are representing the school and county to the public.

Field Experience Student Signature

Date

Field Experience Student Name – printed

Adapted from: [WCPSS 2015-16 School to Career Student Internship Guide](#)

WHAT DO EMPLOYERS EXPECT OF ME AS AN INTERN? EMPLOYERS EXPECT ME TO:

- Come to work on time and notify the employer when I cannot make it to work (i.e., illness, car trouble).
- Make smart decisions.
- Follow directions.
- Concentrate on my work and care about the quality of my work.
- Read, write, and calculate well.
- Recognize problems and find solutions, research independently, and ask for assistance.
- Finish a job when I'm supposed to without sacrificing quality.
- Be honest and dependable.
- Take the lead and work hard.
- Communicate well and get along with other people, especially customers.
- Dress appropriately and practice good grooming.
- Be cooperative.
- Have a positive attitude.
- Treat internal company information as confidential unless directed otherwise
- Always keep the best interest of the business in mind.

Adapted from: [WCPSS 2015-16 School to Career Student Internship Guide](#)

Citations

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Teaching as a Profession Field Experience

Internship Set-Up Checklist

Forms and Documents: Students and Field Experience supervisors must complete all forms and documents before students can begin their field experience. Use this checklist to make sure documents are complete.

Forms and Documents	✓	Date Completed
Read/Understand Introduction		
Read/Understand Field Experience Guidelines		
Field Experience Agreement		
Parent Permission Agreement		
Cooperating Teacher Letter and Expectations		
Transportation Travel Form		
Confidentiality Agreement Form		
Health Form		
Field Experience Hours Log		
Cooperating Teacher Evaluation		
Site Selection - Field Experience Interest Form		
Student Expectations and Codes of Conduct		
Student Letter to Cooperating Teacher		
Student Thank You Note to Cooperating Teacher/ Principal		

COMPETENCY CHECKLISTS

Directions: Use these four indicator checklists to document students' progress toward mastering the following competencies throughout this Field Experience Course. At two points in the course (mid-point and final), students' will conference with your teacher-coordinator to evaluate your progress in the following areas. Note that the teacher's record serves as final documentation of competency mastery. There is flexibility during this course to complete the assignments in any order that you, your Teaching as a Profession teacher, and your cooperating teacher deem appropriate. Be sure to plan accordingly to avoid rushing through these important tasks at the end of the semester.

INDICATOR 1.00

✓	PTS	Month to complete	1.00: Analyze educational instructional strategies
	10		Observation of Instructional Strategies
	5		Observation of Structure in the Classroom
	5		Observation of Facilitation in the Classroom
	5		Observation of Technology in the Classroom
	5		Teach a small group of students utilizing a different learned instructional strategy(ies) (be sure to include thoughts in your weekly reflection)
	5		Teach a small group of students utilizing a different learned instructional strategy(ies) than the one used above (be sure to include thoughts in your weekly reflection)
	10		Self-Assessment Form Post Teaching
	5		Create an assessment based on Cooperating classroom's specific needs and get feedback from Cooperating teacher
	5/ week 20 total		*Weekly Reflections (students' complete reflections each week) Week 1 Week 2 Week 3 Week 4

Instructional Strategies Observation Notes

As you observe each class, take notice of which of these instructional strategies are used. Complete the table below. **Find three examples per classroom visit.** [28 Student-Centered Instructional Methods](#)

Method/Strategy	Brief description of how it was used in class	Your takeaway (+ or -) students participating?
<i>Grade Level:</i>	<i>Class:</i>	<i>Time observed:</i>
Method/Strategy	Brief description of how it was used in class	Your takeaway (+ or -) students participating?
<i>Grade Level:</i>	<i>Class:</i>	<i>Time observed:</i>

Method/Strategy	Brief description of how it was used in class	Your takeaway (+ or -) students participating?
<i>Grade Level:</i>	<i>Class:</i>	<i>Time observed:</i>

Observation of Structure in the Classroom

Directions: Use this observation tool to take notes as you observe the structure in your Field Experience classroom. Collecting this information can be split up over several observations. Do not feel like you need to complete all this document during one observation.

American University CTRL [Teaching Observation Rubric](#),
created by Erin Horan, Kim Westemeier, and Kiho Kim at American University's Center for Teaching, Research & Learning

Structure	
Criteria	Please provide comments to support your classification for each of the criterion.
Classroom interactions are respectful; discussion focuses on issues rather than individuals.	Comments:
The timeline of classroom activities is organized and intentional.	Comments:
The teacher uses questions, prompts, and/or group work to engage students.	Comments:
Students are engaged as evidenced by asking questions, responding to prompts, taking notes, etc.	Comments:
Students have (and utilize) opportunities to interact with each other.	Comments:

When misunderstandings arise, the teacher welcomes and responds to them.	Comments:
The teacher uses the classroom's space to support learning (e.g., encouraging students to move around for group work, repeating student responses so all can hear).	Comments:
The teacher presents information in multiple ways (e.g., text on PowerPoint/ Canva/ Google Classroom, graph, photo, table, writing on board).	Comments:

Observation of Facilitation in the Classroom

Directions: Use this observation tool to take notes as you observe the facilitation in your Field Experience classroom. Collecting this information can be split up over several observations. Do not feel like you need to complete all this document during one observation.

American University CTRL [Teaching Observation Rubric](#),
created by Erin Horan, Kim Westemeier, and Kiho Kim at American University's Center for Teaching, Research & Learning

Facilitation	
Criteria	Please provide comments to support your classification for each of the criterion.
Class begins and ends on time.	Comments:
The teacher speaks with appropriate volume, tone, and emphasis.	Comments:
The teacher uses a minimum of speech fillers (e.g., um, ok, ah).	Comments:
The teacher expresses enthusiasm for and engagement with the content.	Comments:
The teacher does not read directly from notes.	Comments:
The teacher looks at different areas of the classroom while speaking.	Comments:

Observation of Technology in the Classroom

Directions: Use this observation tool to take notes as you observe the technology in your Field Experience classroom. Collecting this information can be split up over several observations. Do not feel like you need to complete all this document during one observation.

American University CTRL [Teaching Observation Rubric](#),

created by Erin Horan, Kim Westemeier, and Kiho Kim at American University's Center for Teaching, Research & Learning

Technology	
Criteria	Please provide comments to support your classification for each of the criterion.
Technology enhances teaching the lesson and helps to engage students.	Comments:
Technology is not a distraction to learning.	Comments:
The teacher is familiar with the technology used in class.	Comments:
The teacher uses other strategies or activities for learning besides technology.	Comments:
Students are on task while using technology.	Comments:
Students are given enough time to complete assignments using technology.	Comments:

Self-Assessment Form Post Teaching

Directions: Complete this reflection after you teach a full lesson or help with a small group lesson.

1. What went well in this lesson? Why?
2. What problems did I experience? Why?
3. Was it “student-centered”? Should it have been?
4. What could I have done differently?
5. What did I learn from this experience that will help me in the future?
6. Preparation and research - Was I well prepared? - What could I have done differently?
7. Written plan – Was I organized? Did the written format work? Is there a better form?
8. Presentation – Were the students involved? Was I clear in my presentation? How was the pacing?
9. Assessment – Does my method of assessment measure what I want? How did the class do? What should I change for next time?

Weekly Reflections

Directions: Teachers can choose to vary reflection questions every week or can have students choose which questions to answer and vary on their own. Students should not answer the same set of questions every week. Students should answer a minimum of five questions.

Weekly log entries should capture the ESSENCE of each week. Be detailed. These logs should be a reflective piece that students can use to strengthen their practices as they think about becoming teachers. **Attach supporting documents to support the reflection. These may include pictures, worksheets, flashcards, etc.**

1. First impressions of Field Experience?
2. First impressions of your Cooperating Teacher's classroom and students?
3. What change did you make in your approach to the classroom from last week? Was it successful or not? Why?
4. What were your most significant "ah ha" moments? Why? (Think about building relationships, classroom discipline, student learning etc.)
5. What was/were most shocking/surprising to you? Why?
6. What will you change next week in your approach to the classroom? Why?
7. What was the greatest disappointment? Why?
8. What do you need from me to be more successful?
9. What will you change next week in your approach to the classroom? Why?
10. Most shocking/surprising moment?
11. Greatest disappointment? Why?
12. Something I learned..
13. Something I taught..
14. Highlight of the Week
15. What was the biggest challenge you faced in the classroom this week and how did you handle it?
16. Talk about a new task that you did for the first time this week (grading papers, planning, attending a meeting, etc.)
17. Are you feeling 'settled in' to a routine in your classroom?
18. What did you teach this week?
19. What did you learn this week?
20. What do you think your cooperating teacher would say about your progress so far?
21. Identify an example where you saw learning differentiated for gifted and/or exceptional learners.
22. What was your favorite moment/quote from the week?
23. If I were to ask your cooperating teacher what one of your strengths is, he/she would say...

24. What is something you would like to gain from this experience that you have not yet been able to do?
25. What was a highlight of your week?
26. How does being in your classroom affect your mood?
27. Describe one way that you took initiative this week.
28. What was the highlight of your week?
29. What about your overall placement has been different than you expected?
30. Logistically, are there any changes that need to be made? (Such as timing, check in process, communication, etc.)
31. Overall thoughts on field experience so far...
32. On a scale of 1-5 with 1 being "I went backwards this week" and a 5 being "I rocked it!", how did you progress this week?
33. An area of strength for me this week was . . .
34. An area of growth I need to still work on is . . .
35. A positive moment for me this week was . . .
36. My teacher can help me by . . .
37. Which instructional strategy did you incorporate when you taught a small group? Did you think this strategy was effective? Why or why not?
38. How did the students respond to you teaching this strategy?

INDICATOR 2.00

✓	PTS	Month to complete	2.00: Apply the parts of lesson planning
	15		Plan a lesson with all relevant parts based on cooperating classroom's specific needs
	5		Feedback T-Chart from your cooperating teacher
	5		Lesson plan evaluation from TAAP teacher
	5		Attend and reflect on one Professional Learning Community (PLC) process.
	5/week 20 total		*Weekly Reflections (Students should fill out this reflection each week.) Week 5 Week 6 Week 7 Week 8

Lesson Plan Template

Subject:	Topic:
Standard:	Essential Questions:

Activity	Description of Activities and Setting	Time
Activating Strategy		
Direct Instruction		
Guided Practice		
Independent Practice		
Summarizing Strategy		
Formative Assessment		
Differentiation:		
Materials/Technology:		
Reflection on lesson:		

Lesson Plan Checklist

Lesson Plan Checklist	My current lesson plans include: (yes or no)
Essential Questions/Learning Targets	
Begins with an EQ/Learning Target	
...that is based on the standards	
...and explicitly states what students will know	
...and be able to do by the end of the lesson	
Assignments	
Includes an assignment	
...that is aligned to standards	
...and is aligned to the learning goals of the lesson	
...and is HOT (includes higher-order thinking, Level 3 or 4 DOK)	
...and includes writing	
...and includes reading	
...and has clear directions and expectations (ex: rubric)	
Lesson Instruction	
Includes a graphic organizer that supports the thinking strategy.	
Includes learning activities that support the learning goals	
...and increase in levels of rigor as you move through the lesson	

...and are chunked into manageable segments	
...divided by frequent assessment prompts (formative assessment)	
...that collect information about each student's mastery of the learning goal of each learning activity	
Closing & Activating Strategy	
Summarizes the learning objective	
Begins the lesson with an activator that hooks students' attention and states the learning objective.	
Links to prior knowledge or builds background knowledge	
Previews important vocabulary	

Lesson Plan Evaluation

Standards Assessed	Questions from TAAP teacher or Cooperating Teacher
Establish standards-based learning objectives for instructional plans	• What instructional objectives and standards-based learning outcomes are the focus of this lesson? • What will students learn? • How will the teacher know if students have achieved the instructional objective? • How will students demonstrate what they have learned?
Organize instructional plans to promote standards-based, cognitively engaging learning for students	• How is this lesson organized to address short- and long-term objectives? • How does the lesson plan connect to other learning opportunities? • How will the teacher allocate time during the lesson? • How will instruction be differentiated to meet the needs of all students? • What instructional strategies will be employed? • How do those strategies promote high levels of cognition? • How is the lesson organized to promote standards-based, cognitively engaging learning and ensure students achieve the desired objectives?
Use student data to guide planning	• How were the objectives established, and what data and sources informed their selection? • How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?
Use knowledge of subject matter content/skills and learning processes to plan for student learning	• What pre- and post-requisite knowledge is related to this lesson? • What misconceptions may students have related to this topic? • Where might students get “stuck” in this learning sequence? • How might these obstacles to learning be addressed?
Design assessments to ensure student mastery	• How are the assessments aligned with the lesson objectives? • How will student learning be assessed, including both formative and summative assessments? • How is student mastery judged over time? • What are some of the multiple ways student learning is assessed over time? • How will the teacher check for understanding during the lesson?

T-Chart Feedback from Cooperating Teacher

Directions: After completing the lesson and teaching it to your Cooperating Teacher's class, discuss positive feedback and suggestions for improvement with that teacher.

Positive Feedback	Suggestions for Improvement
1)	1)
2)	2)
3)	3)

INDICATOR 3.00

✓	PTS	Month to complete	3.00: Analyze learning environments and their impact on students.
	10		Observation of Evidence of Positive Learning Environment
	10		Interview with Exceptional Children (EC) teacher
	10		Interview with Multilingual Learner (ML) teacher
	5/week 20 total		*Weekly Reflections (Students should fill out this reflection each week.) Week 9 Week 10 Week 11 Week 12

Observation Document for Analyzing Positive Classroom Environment

Directions: Use this observation document to take notes while you observe a class, with the goal of analyzing actions and happenings used to create a positive classroom environment.

Classroom observation data:

Class/ Grade/Course:

Date:

Number of students:

Class demographics:

Criteria	Outcome
Expectations: • What are the classroom expectations? • Are these evident? How? • How do these align with schoolwide expectations?	
Rules • Is there evidence of classroom rules? What? • Are rules consistent with classroom and schoolwide expectations? • Do classroom rules follow OMPUA: ○ Observable ○ Measurable ○ Positively stated ○ Understandable ○ Always applicable • Are rules enforced? How? • How do rules impact the classroom environment?	

Routines • What routines are evident? • How do routines contribute to a positive learning environment?	
Behaviors • How does the teacher use reinforcements? • How does the teacher use consequences?	
Safe • Do students feel safe? • What evidence indicates whether students feel safe or not? • How could the safety of students be improved?	
Classroom Management model/s • Which classroom management model guided the teachers' practice? • What evidence do you have to support your answer? • How did the classroom management strategies impact the classroom environment and students' learning?	
Reflection	

Exceptional Children (EC) Teacher Interview Response Sheet

Teacher:

School:

Grade Level/Content Area:

Question	Response
Tell me more about yourself. What is your experience teaching?	
What is something you struggle with, and how do you handle it?	
How does the school staff support you during the IEP process and meetings?	
What makes you a great fit for this position?	
Why did you want to become a special education teacher?	
Explain how you would plan for and differentiate a lesson.	

How do you meet a wide variety of needs for the students you support?	
How would you handle a student who refuses to complete work?	
How would you get students engaged to participate in lessons?	
What are the benefits of progress monitoring?	
How do you fit into other learning environments?	
How do small groups help students learn more effectively?	

Multilingual (ML) Teacher Interview Response Sheet

Teacher:

School:

Grade Level/Content Area:

Question	Response
Tell me more about yourself. What is your experience teaching?	
What is something you struggle with, and how do you handle it?	
What one piece of advice would you give to a regular ed teacher to support ML learners?	
What makes you a great fit for this position?	
Why did you want to become a multilingual learner teacher?	
How do you assess student progress in learning educational English?	

How do you meet a wide variety of needs for the students you support?	
Describe a lesson plan you have created for teaching multilingual learners.	
How do you create an inclusive learning environment for multilingual students?	
What strategies do you use to ensure that all students in your classroom can understand the material, regardless of their language proficiency?	
How do you fit into other learning environments?	
How do small groups help students learn more effectively?	

INDICATOR 4.00

✓	PTS	Month to complete	4.00: Understand the scope of education.
	10		Interview with a teacher to explore roles/duties of teachers (pick a teacher that is not your Cooperating Teacher if possible)
	10		Interview with an Administrator
	5		Self-reflection about strengths and areas for improvement.
	5		Participate in at least one extracurricular activity (board meeting, sports game, Open House, Curriculum Nights, etc.)
	5/week 20 total		*Weekly Reflections (Students should fill out this reflection each week.) Week 13 Week 14 Week 15 Week 16

Teacher Roles/Duties Interview Response Sheet

Teacher:

School:

Grade Level/Content Area:

Question	Response
What are some duties that are required of teachers at your school?	
How are duties divided up at your school? Is it a fair process?	
Which one is your favorite? Least favorite?	
How do you prepare for each day of instruction?	
How do you set clear and fair expectations in your classroom?	
How do you keep a positive attitude with so much going on in and around your class?	
How do you remain patient with your students?	

How do you assess your teaching on a regular basis?	
What are your Top Three roles that you have as a Teacher? Why?	
What is your favorite role as a teacher?	
How do you incorporate social-emotional learning in your lessons?	
How do you nurture a healthy curiosity in your students?	

Administrator Interview Response Sheet

Teacher:

School:

Grade Level/Content Area:

Question	Response
Tell me more about yourself. What is your experience as an administrator?	
What is a success that has happened at this school that you are proud of?	
What is one of your biggest strengths? Weaknesses?	
What makes you a great fit for this position?	
How do you meet a wide variety of needs for the students you support?	
What are the biggest challenges of this role?	

Briefly describe your preferred leadership style.	
What piece of advice would you give to new teachers just starting at your school?	
What book do you recommend beginning teachers read?	
How do you manage your time effectively?	
What is your philosophy of education? How do you apply it at school?	
How do you support teachers to help them improve student success in their classes?	

Self-Reflection About Your Personal Strengths

Directions: Reflect and write about your time during Teaching as a Profession Field Experience.

1. Name a strength of yours as a student teacher. Give a brief anecdote or example to show how you used it to teach effectively.

2. Name another strength of yours as a student teacher. Give a brief anecdote or example to show how you used it to teach effectively.

3. Name an area to improve upon as a student teacher. Give a brief anecdote or example that shows you are working to improve.

4. Name an area to improve upon as a student teacher. Give a brief anecdote or example that shows you are working to improve.

5. What are some next steps or future goals that you have now based on your Field Experience journey?