

****All candidates enrolled in a course requiring field experience are responsible for reading the following in its entirety. ****

The field experiences within the education program have been designed to provide the teacher candidates with unique opportunities geared towards preparing them for their future role as teachers. The South Carolina Education Department requires that each candidate participates in a minimum of 100 hours of field experiences prior to student teaching. In order to ensure a quality experience that meets all state and university requirements, the following guidelines have been established.

1. **Clinical Committee Placement Policy--Approved** 10/4/06-In order to provide a variety of progressive experiences in multiple and diverse settings, all candidates for initial licensure will be placed in different PUBLIC school settings for all field experiences prior to clinical practice (student teaching). Candidates may be allowed to return to a previous placement for their clinical practice (student teaching), if placement at that school is available and if the school and FMU faculty are in agreement, but they cannot be assigned to a teacher of which they have previously worked. In addition, candidates will be placed in specific grade levels according to their major: Early Childhood Majors (Pk-3); Elementary (2-6); Middle (5-8); Secondary (9-12); and Art (K- 12).

2. **SLED Check**- Candidates wishing to receive a placement for a field experience MUST complete a SLED Background Check (in accordance with the instructions outlined on the School of Education's (SOE) News and Announcements Page) and receive a current "cleared" SLED clearance at least once within a given academic year (July – June). SLED clearances must be received before placements can be initiated.

SLED clearances submitted to the office of the Coordinator of Field Experiences (OCFE) in previous academic years will NOT be applied to the current semester, and updated forms within an academic year are required for any candidate who has ever been referred to the Dean of Students for disciplinary action and/or who has had previous SLED issues. A data base of SLED clearances are maintained by the OCFE but a duplicate copy of a candidate's submitted form is not available. Candidates should save an electronic copy and are encouraged to print at least two copies of their SLED clearance.

3. **Placement Process**- Only the Coordinator of Field Experiences will coordinate, seek approval for, and finalize placements for all field experiences. Candidates will submit placement request forms via LiveText by the assigned due date in LiveText. Students failing to submit a complete placement form (the form is completed when the Coordinator of Field Experiences notes a valid SLED and completed form has been submitted in LiveText).

All efforts will be made to accommodate a candidate's requested CITIES, however, because of a variety of reasons, placement preferences cannot be guaranteed. Failure to submit a complete and accurate request in a timely manner will impact the available placement options. Please note: Only approved placements may be used to satisfy field experience hours. Any placement not arranged through the Coordinator of Field Experiences will not count towards meeting course requirements. Should a district/school contact the student candidate regarding a placement, the student candidate is to notify the Coordinator of Field Experiences immediately. As districts/schools have their own approved protocol for placing interns, candidates must NOT contact any school personnel themselves. All contact will be made through the OCFE.

4. **Placement Changes**-Because of the agreement established between the school settings and cooperating teachers, once a placement has been approved and finalized, changes in placements cannot be made. Therefore, placement requests need to be made very carefully. If a candidate needs to drop a course with a field placement, the drop process cannot be completed until the candidate provides written proof that the cooperating teacher has been notified. An email to the cooperating teacher, with a copy provided to the course professor and the Coordinator of Field Experiences (contact the School

of Education office for appropriate email address), would be an acceptable means of written notification.

5. **Field Experience Hours**-Field Experience hours for each course are determined by the university. However, these hours help to ensure that all candidates are receiving the minimum state-mandated 100 hours prior to student teaching. Therefore, any student not completing all of the hours for each field experience prior to the end of the placement period will NOT receive credit for the course.

6. **Fulfilling Field Experience Requirements**-The course professor will provide information on what the expectations are for your field experience. Questions should be directed to him/her. However, the quality of the field experience is dependent on the candidate's ability to conduct him/herself in a professional, responsible manner. Candidates should take advantage of the wonderful opportunities during their time in our public schools. The more involved a candidate is during each experience, the more prepared he/she will be for student teaching.

7. **Paperwork during Field Experiences**-The course professor will provide information concerning the paperwork that is required for each field experience. However, it is the responsibility of the candidate to make sure that he/she submits accurate information in a timely manner. The candidate should keep accurate records of hours served IN THE CLASSROOM (not just arrival/dismissal time to the school) and should NOT ask the cooperating teacher or other school personnel to sign anything that is not up-to-date and current. Falsifying any documents will result in serious disciplinary actions which may include removal from the university and/or education program (see Student Handbook for more information).

8. **Completion of Hours**-In order for field evaluations to be sent to the cooperating teachers and returned to the office of the Coordinator of Field Experiences by the end of the semester, field experience hours MUST be completed by the designated date (Usually this is Reading Day of field experience semester, the course professor will provide the definite date) Candidates need to plan for this deadline when scheduling his/her required hours, as NO hours earned after the approved date will count towards meeting the required hours.

	Dos	Don'ts
Getting to your placement	<ul style="list-style-type: none"> • Leaving early to allow time for parking • Reporting to the office and sign in • Introducing self to principal (if available) • Getting to classroom early • Wearing visitor's badge, if required 	<ul style="list-style-type: none"> • Getting to school right on time • Going straight to the classroom • Not introducing self • Arriving to class late • Not wearing badge
Being Punctual	<ul style="list-style-type: none"> • If going to be late, calling school and leave message for CT • Planning to arrive at least 10 minutes early 	<ul style="list-style-type: none"> • If going to be late, just showing up
Showing up as expected	<ul style="list-style-type: none"> • Being dedicated to attending every scheduled day • Coming even if you are feeling a little sick • In an emergency, calling ahead to explain to your teacher • Making plans to make up any absences 	<ul style="list-style-type: none"> • Disappointing the teacher/students by not showing up as expected • Showing up if you are very sick (but do call first to let them know)
Being aware of the school's calendar and closings	<ul style="list-style-type: none"> • Discussing school's calendar with your CT and plan for school closings • Checking radio for closings and reschedule days 	<ul style="list-style-type: none"> • Showing up when students are not present • Assuming that there isn't school and not showing up
Arriving in the classroom	<ul style="list-style-type: none"> • Entering quietly • Logging the time of arrival (to the class, not the school) • Looking for ways to help from the beginning or looking at what the teacher may have left you to do • Recording departure from the classroom time (not when you leave the building) 	<ul style="list-style-type: none"> • Making noise or disturb the class when entering • Forgetting to log in/out time or log in school in/out time, not classroom time • Just sitting there
Displaying a professional attitude	<ul style="list-style-type: none"> • Being positive • Being enthusiastic • Being outgoing • Being supportive of the CT 	<ul style="list-style-type: none"> • Being negative • Being apathetic • Being reserved/shy/ withdrawn • Being indifferent to the CT
Dressing for Success	<ul style="list-style-type: none"> • Conservatively • Neatly • In clean clothes • In ironed clothes • With appropriate footwear • With appropriate length skirts (slightly above knee or below) • With collared shirts, sweaters, turtle necks (men) 	<ul style="list-style-type: none"> • Dressing unprofessionally • Clothes are too tight • Clothes are too revealing • Clothes are too short • Clothes are torn/tattered • Clothes are wrinkled • Clothes are dirty • Clothes are excessively faded • Clothes have visual/written/

	<ul style="list-style-type: none"> • Having well groomed hair/neat facial hair 	<p>implied messages that are likely to disrupt</p> <ul style="list-style-type: none"> • Wearing sweat/wind/ jogging suits • Wearing denim (of any color) • Wearing Noisy/distracting jewelry • Showing facial piercings • Showing visible tattoos • Wearing Flip-flops/tennis shoes • Wearing T-shirts • Wearing Shorts • Wearing tank tops, backless, midriffs, tops with straps less than 2 inches, sleeveless tops that are too revealing (deep or low cut) or see-through blouses
Being discreet	<ul style="list-style-type: none"> • Being thoughtful in conversations and actions (everywhere) • Keeping personal names out of conversations • Monitoring social websites for inappropriate content 	<ul style="list-style-type: none"> • Posting inappropriate comments on <i>Facebook</i> • Being negative about teacher/student/ parent • Having personal conversations with students
Being Prepared	<ul style="list-style-type: none"> • Having paper/pencil for notes • Having lesson materials • Knowing what is expected 	<ul style="list-style-type: none"> • Coming empty-handed • Asking for materials once you arrive or at the last minute • Being "clueless" about what is expected
Being responsible	<ul style="list-style-type: none"> • Being there! • Returning materials • Knowing what is being borrowed and what you can keep • Presenting lesson plans to the teacher first before teaching 	<ul style="list-style-type: none"> • Not being consistent • Keeping/damaging materials
Being an active participant in the classroom	<ul style="list-style-type: none"> • Engaging in meaningful ways with the students • Being mindful that you are a guest, so seeking permission and not interrupting the learning • Volunteering to help in small ways 	<ul style="list-style-type: none"> • Being a passive observer • Interrupting or causing a distraction
Visiting with others while in the room/hallway	<ul style="list-style-type: none"> • Not having conversations with anyone during instructional time or while students are present 	<ul style="list-style-type: none"> • Disturbing the class by having conversations with others (students, teacher, others) • Talking loudly in the hall with others
Having Cell phones	<ul style="list-style-type: none"> • Leaving it in car • Wearing a watch to tell time 	<ul style="list-style-type: none"> • Bringing it in • Checking it while in class
Bringing materials	<ul style="list-style-type: none"> • Bringing only necessary materials 	<ul style="list-style-type: none"> • Bringing extra things (bookbags, computers, textbooks, • Drinking and eating in class