Standard 3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

1. How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn? [maximum of three pages]

Field and clinical experiences are the ACTION component of the PEU’s conceptual framework. These school-based experiences provide each candidate with an opportunity to hone pedagogical KNOWLEDGE through ACTION while developing LEADERSHIP skills in clinical sites representing diverse cultures, varying exceptionalities and performance levels. Placements and experiences are carefully planned to provide a variety of experiences. These experiences range from instructional observations and tutoring to the evaluation of educational practices. Candidates are integrated into the school and community environment when working with school-based personnel.

The PEU has a strong working relationship with the local school districts where more than 400 students are placed each year. The Unit remains responsive to and involved with the school districts on topics such as Race to the Top initiatives, establishing a professional development school, recruiting minority teachers, and revising supervising teacher credentials. Administrators and teacher representatives of local districts participate on advisory committees, the Professional Education Council (PEC), and regular Superintendent Meetings to discuss local education issues. The success of the Unit’s educator preparation programs is dependent upon input from members of the local school districts. The Unit collaborates with school-based personnel to assess candidates’ clinical experiences. Data from the clinical experiences are presented to the Program Review Committees, Faculty, PEC and Continuous Improvement Team (CIT) by program chairs. The Unit values its school partners and continually collaborates with them.

The Unit requires that candidates are placed with highly effective school-based personnel. As such, the UWF contractual agreements with districts call for supervising teachers/principals who are experienced, credentialed, and proven effective educators. The Unit maintains a database of highly qualified supervisors and works cooperatively with the districts to place candidates. PEU field experience and clinical experience placements are made collaboratively with input from the candidate, Teacher Education Student Services (TESS) Director, PEU Instructor/Placement Officer, school district placement officer, principals, and supervising teachers. Candidates in field and clinical experiences are given specific guidance through observation instruments and feedback as outlined in the candidate’s handbook to maximize the learning experience for each candidate.

Candidates in initial certification programs complete a minimum of three field experiences within their upper level coursework. The first field experience, Field Experience I, taken at the beginning of a candidate’s program, includes a minimum of 50 hours within a classroom setting. The second field experience, Field Experience II, taken in the middle of a candidate’s program, requires 75 hours in a diverse setting. The diverse setting is ethnically diverse, includes varying exceptionalities and performance levels, as well as the percentages of free-and reduced lunch counts. Initial certification candidates complete a Student Teaching
culminating experience. Advanced candidates complete their clinical experience in their own classrooms and P-12 settings.

Candidates are assessed in multiple ways during the field and clinical experiences. Progress on field and clinical experiences is monitored using the key assignments identified in the program transition points. Field and clinical experiences are evaluated in two ways: first, the written plan is evaluated to ensure appropriate knowledge and skills are evident in the design of the lessons, research, or study; next, the event (lesson, research, or study) is observed/conducted to ensure the candidate successfully implements the content knowledge and pedagogical skills expected of a successful educator. During the observations, the candidate is assessed to make certain he or she exhibits professional teaching dispositions and the conceptual framework outcomes.

During clinical practice for initial certification programs, learning is integrated into the school program and teaching practice. Supervising teachers work with the candidate, university supervisor, and faculty associate to ensure a positive learning experience for the candidate. As the semester continues, student teachers gradually assume classroom responsibilities. The candidate maintains “total control” of all classroom responsibilities for a period of time (typically 10 weeks). The candidate gradually returns the classroom responsibility to the supervising teacher near the end of the semester. This culminating experience in the teacher preparation programs develops competencies and skills necessary to begin a successful career as a teacher.

Candidates in advanced programs participate in field experiences that deepen their understanding of knowledge, skills, and dispositions by broadening their knowledge and techniques of applied research. These experiences require candidates to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically based, involve research and technology, and have real-world application in the candidates’ field placement setting. Advanced candidate progress in the clinical setting is assessed on three levels. First, the instructor evaluates the plan of action ensuring the candidate applies appropriate content knowledge. Next, the placement supervisor evaluates the candidate’s action in the educational setting. Finally, the instructor reviews all relevant data to determine the successfulness of the clinical experience for the candidate.

Reflection is a key component of the teaching and learning process and infused throughout the teacher preparation programs. Candidates in initial certification programs reflect upon and justify their teaching practices in weekly reflections and Unit Plans. Faculty review and provide feedback on the reflections by posing questions that maximize the candidate’s clinical experience. Moreover, candidates in advanced programs reflect on the content knowledge, pedagogical skills, and professional dispositions acquired in the clinical experience courses (action research, Principalship, and dissertation study).

Candidates progress through each program as part of a coherent, systematic process. The progression moves the candidate from an awareness level of knowledge and skills to a mastery level of knowledge and skills as demonstrated through ACTION. Prior to the clinical experience, candidates must demonstrate success on the KNOWLEDGE transition points. The KNOWLEDGE transition points are linked to key assignments in the program to ensure successful mastery of content areas and pedagogical and professional knowledge. Once candidates move to the ACTION transition point, each must demonstrate mastery on all clinical experience requirements to successfully complete the program. The Key Assignments associated with the KNOWLEDGE and ACTION transition points are aligned
to the conceptual framework outcomes and professional, state, and institutional standards that prepare candidates for LEADERSHIP opportunities in their educational setting.

Multiple assessments are used to monitor candidate’s progress in field and clinical experiences. Initial certification candidates are assessed by the university instructor, faculty associate and supervising teachers to ensure KNOWLEDGE and ACTION success. For example, during the clinical experience, the university supervisor assesses the candidate in clinical observations, the faculty associate evaluates the written Unit Plans, and the supervising teacher monitors the daily progress.

PEU programs systematically incorporate P-12 impact assignments for candidates during the clinical experience. These assignments ensure that candidates have the opportunity to collect, analyze, and make data driven decisions to determine educational improvements [LEADERSHIP]. The P-12 impact assignments for the PEU are Unit Plans, action research projects, and dissertation studies. University instructors and school-based supervisors monitor clinical experiences at the initial and advanced levels.

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2b. Continuous Improvement [maximum of three pages]

- Briefly summarize the most significant changes related to Standard 3 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)

Four significant changes in Standard 3 have led to continuous improvement: 1) Student Teaching Supervision, 2) required ESOL Placement and assignments, 3) increased hours in Field Experiences I and II, and 4) advanced clinical experiences.

1. **Student Teaching Supervision**
The supervision of candidates in Field Experience and Student Teaching placements has been an area of concern for administrators and faculty in the School of Education (SoE). The evolution of the current supervision process has three distinctive points.

a. **Prior to Fall 2008,** the SoE used a traditional, three-tier supervisory model where the University Field Placement Coordinator, University Supervisor, and the Supervising Teacher monitored the candidates’ field experience/student teaching experiences. In response to a declining budget, administrators sought ways to cut expenses. Faculty conducted a Supervision of Student Teachers study to explore possible alternatives to the expensive, three-tier supervisory model.

b. **Fall 2008 – Spring 2010,** the SoE experimented with a two-tiered supervisory model for Student Teaching candidates. In this model, the University Field Placement Coordinator oversaw a team of Faculty Associates. The Faculty Associates are school-based supervisors who work directly with the Supervising Teachers. Under this model, Faculty Associate responsibilities include the following:
   a. Supervising 10 Supervising Teachers/student teachers (maximum)
   b. Communicating with Supervising Teachers on a weekly basis (information concerning evaluations, TK20 procedures, resources, expectations for candidate progress, etc.)
c. Evaluating the Unit Plans
University Supervisor responsibilities include:
d. Supervising Faculty Associates
e. Communicating weekly with Faculty Associates
f. Observing candidates
g. Evaluating candidates (Student teaching evaluations, Unit Plans, etc.)

Spring 2010, a follow-up study was conducted to examine the effectiveness of the Two-tiered Supervision Model for Student Teaching. These results, along with two informal, external evaluations (NCATE Mock Review and FSU Consultant), prompted a change of the Student Teaching Supervision Model. Along with changes to the supervision responsibilities, a tenure-line was allocated for the University Coordinator of Student Teaching.

c. Fall 2010, Based on survey results, informal feedback and faculty discussions, it was determined that the former model was not effective. Therefore, changes were made to the student teaching supervision model. Dr. Wanda Wade, the (new) University Coordinator for Student Teaching, along with administrators and field experience/student teaching faculty, instituted a new Supervision Model for Student Teaching. Under this model, the University Coordinator oversees a four-tiered supervision model for student teaching that includes the University Coordinator, University Supervisor, Faculty Associate, and Supervising Teacher.

2. ESOL Placement and Assignment Requirements
A review of the 2009-2010 candidate placement and performance data revealed that additional emphasis needed to be placed on our candidates' ESOL experiences. Thus, an ESOL advisory committee was established to review various aspects of UWF’s ESOL requirements. Using data extracted from our candidates' field experience placements, the School of Education's ESOL Committee identified specific ESOL requirements to be met during Field Experience II. As a result, Field Experience II is now the designated ESOL placement for all candidates in initial certification programs within the Unit. During Field Experience II, each candidate receives a diverse placement during which the ESOL requirements are to be met. Consequently, candidates are now required to (1) observe an ESOL teacher and the English Language Learners (ELL) within a classroom setting, (2) complete an informal assessment of the ELLs, (3) develop and implement lessons based on the assessment results, and (4) write a self-reflection concerning the delivered lesson. Supervising teachers will ensure that each candidate has an opportunity to complete the required ESOL assignment.

3. Increased Hours in Field Experience I and II
Based on information provided from external stakeholders (superintendents meetings and advisory groups) and the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning Report, the SoE Director called for a review of hours required in the field experience courses. The Undergraduate Program Review Committee examined the information and recommended an increase in hours for the courses. After due process and submission of CCRs, the following changes will take place Fall 2011: Field Experience I will increase from 50 to 100 required hours, Field Experience II will
increase from 75 to 100 required hours. Candidate performance data [KNOWLEDGE and ACTION] plus input from local school districts will be monitored and used for program improvement decisions.

4. **Advanced Clinical Experiences**

Upon a review of advanced programs, the CIT discovered problems with the placement and evaluation of the clinical experience. While advanced programs require a culminating activity (Action Research, Principalship, or dissertation study), there were no formal documentations of the placements or evaluations of the candidate’s performance in the P-12 setting. It is assumed that most advanced candidates complete the clinical experience in their classroom or school. The CIT recommended the collection of placement data (candidate, instructor, supervisor, grade level/position, school, district, and type of placement) and an evaluation of the candidate by the supervisor in the P-12 setting. Spring 2011, Educational Leadership MEd and EdS program advisors and chair/directors will pilot the collection of advanced clinical experience data (placement and evaluation). The collection process will be evaluated and revised. Clinical experience data (placement and evaluation) will be collected and analyzed for all advanced candidates beginning fall 2011. Data will be analyzed using the PEU Data Flow Procedures and used to make program improvements.