Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for Early Field Experiences

A Resource for Teacher Candidates, Mentor Teachers, and University Supervisors

Richard W. Riley College of Education
Winthrop University
2012 - 2013

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I. GENERAL INFORMATION

An Introduction from the Dean

Dear Teacher Candidates, Mentor Teachers, and University Supervisors:

The Richard W. Riley College of Education has adopted a clinically-based approach for preparing teachers. This means that teacher candidates will have a series of field experiences in school settings over the course of their training, beginning in the freshman year. We have worked closely with colleagues in the Winthrop University-School Partnership Network and with faculty from the College of Arts and Science and the College of Visual and Performing Arts to develop this model of teacher preparation.

The early field experiences are designed to help our students develop their knowledge, skills, and dispositions to become highly effective teachers who can make a positive impact on the learning and overall success of P-12 learners. The early field experiences are the primary way in which our teacher candidates learn about human development and research findings that tell us how children learn; assessment to inform instruction; instructional technologies; positive classroom environments and the diverse needs of learners in the general education classroom, including English language learners, children living in poverty, gifted and talented learners, and students with special needs.

As our teacher candidates are placed in Partnership Network schools for these experiences, we want them to contribute to the quality learning experiences that benefit students in the schools. Although the teacher candidates are engaged in a learning process themselves while in the early field placements, they should contribute to the work of their mentor teachers in meeting student needs. We set high expectations for our candidates’ professional behavior, appearance, and attitude when they are in the schools and when communicating with their mentor teachers, university supervisors, and others in the clinical activity.

We appreciate the valuable role that mentor teachers, school liaisons, principals, university supervisors, and the College of Education support staff play in this process. They should work as a team to provide a constructive learning experience for both the teacher candidates and students in the Partnership Network schools. Of course, this requires open communication and feedback from all involved. This handbook is provided for those involved in our early field experiences. By carefully reading and following the guidance in this handbook, the chance for success in the field will greatly increase.

For teacher candidates completing an experience, you will find information about:
- Requirements and responsibilities of the field experience in which you will be engaged. Remember, in all you do, you are a reflection of both Winthrop University and the host school.
- Schedules integral to the field experience.
- University policies related to the field experience.

For mentor teachers who will be hosting field experiences, this handbook provides you:
- Clarification on your partnership role as a mentor in an early field experience.
- Information on your mentor roles and responsibilities in the field experience.
- Guidelines for ensuring that the Winthrop student is upholding his/her responsibilities.

For university supervisors who will be supporting and assessing, this handbook will assist you in:
- Structuring and facilitating the field experience.
- Providing information to the Winthrop student and mentor teachers on roles and responsibilities.
- Ensuring that, as a supervisor, all university policies and expectations are implemented.

On behalf of the faculty and staff of Winthrop University and the Richard W. Riley College of Education, I sincerely thank each of you for the important roles you will play during this part of our teacher education program. I hope that you will all experience both professional success and personal reward because of your participation in these early field experiences. If I can be of assistance in any way, please let me know.

Sincerely,

[Signature]
# College of Education Administrative and Support Personnel

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Office</th>
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<tbody>
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II. GUIDING DOCUMENTS FOR THE TEACHER EDUCATION PROGRAM

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

~ Adopted spring 2010, by vote of the Faculty

Initial Teacher Preparation Unit Standards

Initial teacher preparation at Winthrop University is founded in a belief that teachers must demonstrate knowledge, skills, and dispositions that produce learners prepared for 21st Century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings, teacher candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system. The Initial Teacher Preparation Unit Standards Framework document can be located at: http://www.winthrop.edu/uploadedFiles/coe/UGTeachersasEducator2010.pdf.

The Teacher Education Certification Programs

Winthrop University supports 17 teacher certification programs within three university colleges: the Richard W. Riley College of Education, the College of Arts & Sciences, and the College of Visual & Performing Arts. These certification programs include:

- Early Childhood (PK-3)
- Elementary (2-6)
- Middle Level (5-8) with concentrations in math, science, social studies and English
- Physical Educ. (K-12)
- Special Educ. (LD/ED & MD/SD; K-12)
- Art (K-12)
- Dance (K-12)
- English (9-12)
- Modern Languages (K-12)
- Mathematics (9-12)
- Music Education (Choral & Instrumental; K-12)
- Biology (9-12)
- Chemistry (9-12)
- Social Studies
- Theatre (K-12)

All 17 programs share a 29-hour Education Core curriculum of targeted field experiences aimed at transitioning teacher candidates from student to professional. The Core provides opportunities for introduction, practice, and mastery of foundational experience working with students in a P-12 classroom setting.

Four Developmental Phases of the Teacher Education Core Curriculum

- **Phase I**: Observation, Analysis, and Self-Reflection on Teaching and Pedagogy
  Teacher candidate engages in metacognitive awareness; challenging perspectives from own school and childhood experiences

- **Phase II**: Understanding Learners, Implementing Interventions, and Examining Results
  o Moving from student to professional; making a dispositional commitment by embracing new perspectives and developing asset views of students
• **Phase III:** Management, Instruction, and Assessment
  o *Internalization* of what it means to be a professional educator; successfully balances simultaneous implementation of multiple facets of classroom dynamics and engages in action research that leads to evaluation and critique of practice

• **Phase IV:** Understanding Classrooms, Communities, Schools, and Systems
  o *Professional understanding* of education in a democratic system of schooling; exhibits generativity by continuously applying new knowledge to existing frameworks

**Connections to ADEPT**

Assessment of field work for teacher candidates is assessed and evaluated based upon competencies in planning, instruction, environment, and professionalism as defined by the South Carolina ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system. In addition, each program area identifies competencies specific to the discipline (APS 6 - see the program-specific self-assessments and evaluations). Not all competencies are measured in every early field experience.

**Planning** (APS 1, 2, 3)
- Develops learning objectives which are appropriate for the subject and grade level and are connected appropriately to the standards.
- Plans appropriate and logically sequenced instructional strategies.
- Plans for differences in individual need, abilities, and interests.
- Plans for appropriate assessment, analysis of results, and maintenance of records.
- Plans for lessons that demonstrate a respect and understanding for cultural and linguistic diversity.

**Instruction** (APS 4, 5, 7)
- Implements effective instruction for students using knowledge of content and appropriate standards.
- Establishes, communicates, and maintains high expectations for student achievement and participation.
- Students are given opportunities and support to assume responsibility for their own learning.
- Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.
- Assists students in connecting subject matter to everyday life.
- Uses instructional judgment in the implementation of lessons.
- Uses a variety of instructional strategies to actively engage all students.
- Integrates technology appropriately into teaching and learning.
- Provides learning experiences which encourage critical thinking, problem solving, informed decision making, and/or creativity.
- Uses a variety of assessments and feedback to evaluate and guide student learning and to modify instruction as needed.
- Uses appropriate voice tone and inflection to deliver instruction effectively.

**Environment/Management** (APS 8, 9)
- Promotes positive, collaborative peer interactions.
- Creates and maintains a positive and safe classroom environment conducive for learning.
- Demonstrates confidence and poise when managing an effective learning environment.
- Establishes and maintains effective rules, procedures, and routines.
- Provides for smooth transitions between activities and implements introductions and closures in lessons.

**Professionalism (APS 10)**
- Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate.
- Creates a positive rapport with students, parents, colleagues, administrators, Mentor teacher, and supervisors.
- Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.
- Is receptive to constructive criticism from the Mentor teacher, supervisor, and administrators and incorporates feedback.
- Discusses lesson plans with the Mentor teacher well in advance of the lesson and integrates feedback as appropriate.
- Is prepared to teach each day.
- Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity and emotional maturity in the school setting.
- Uses self-reflection to evaluate instruction.

### III. THE FIELD EXPERIENCE: Steps to Success

**Overview**

Field experience is foundational to the teacher education program at Winthrop University. During each experience, the teacher candidate is part of a collaborative team that provides opportunities for practice under the guidance of experienced professionals from local schools and the university. The teacher candidate, mentor teacher, and course instructor/university supervisor form a team charged with the goal of preparing the candidate to improve learning and achievement for students in P-12 classrooms. The course instructor/university supervisor and the mentor teacher provide support and guidance to facilitate the learning process. Collaboration and frequent, open communication between the teacher candidate, mentor teacher, and course instructor/university supervisor are critical for a successful field experience.

Teacher candidates are expected to take the role as a professional. Therefore, several areas have been identified to help promote success during each field experience. Teacher candidates keep in mind that: *You are a representative of Winthrop University and the teaching profession. This is the beginning of your professional reputation which will have a significant impact on your future career.*

**Preparing for the Field Experience**

Teacher candidates are notified of field placements through LiveText. As soon as the placement is confirmed, candidates should contact the mentor teacher via professional email or telephone call. Email contact should exemplify skilled writing practices and make clear the purpose of the communication. Communication should include providing the mentor teacher with pertinent contact information (cell phone, email address, etc.).

The following two examples distinguish between non-acceptable and acceptable email communication between the teacher candidate and the mentor teacher.
Example 1 – unacceptable message

Hi Lisa! I am your field experience student from WU and I am so excited!!!!!

I am 18 and from Charlotte. My boyfriend Cory and I have been together for 3 years and he is starting a band – he is definitely my BFF!

I will be there on Monday for my class – we have to be there at 8 (OMG!) can’t wait to meet u! TTYL…

Karen 😊

Example 2 - acceptable message

Dear Mr. Johnson,

My name is Karen Taylor and I will be a Winthrop University teacher candidate working in your class this semester. I am looking forward to collaborating with you and your students for my EDUC 200 course, “Developmental Sciences and the Context of Poverty.”

I have enjoyed looking at the school website and gaining important information about the community context. One of my responsibilities as part of the course will be to develop relationships with and implement strategies for working with students in poverty. You can find more information about the course content and expectations at this website: http://www2.winthrop.edu/netscope/curriculum.htm.

According to my course schedule, I will be with your class on September 8, 10, and 21; October 1, 14, 15, and 25; and November 1 and 5 from 8:00 AM until 10:00 AM. I have a journal through which we can communicate about classroom events and will be available by phone and email throughout the semester.

We have information about parking and entering the school, but please let me know if there are additional details specific to the class that I may need. Again, I look forward to working with you and your students this semester.

Sincerely,

Karen Taylor
Winthrop University Teacher Candidate
taylork101@winthrop.edu
803/123-4567

In addition to making professional contact with the mentor teacher, teacher candidates should prepare for the field experience by:

1. Visiting the host school website to build background knowledge of the faculty, staff, students, and facilities.
2. Finding out where to park before the first day of the experience. (A practice drive to the school is recommended.)
3. Obtaining a school handbook and becoming familiar with the rules and policies applicable to students and teachers in the assigned school.

4. Obtaining a lanyard from the course instructor that will hold your Winthrop ID as identification while at the school site. The lanyard must be worn at all times during the field experience. *If the lanyard is lost, the teacher candidate may purchase another for a fee of $5 in the Office of Field and Clinical Experiences.*

5. Reporting to the main office or following the instructions of the course instructor/university supervisor on the first day of the field experience.

6. During the first days at the school site, discussing the following with the mentor teacher:
   - where personal items can be housed during each classroom visit
   - mentor expectations
   - classroom responsibilities
   - course assignments with due dates

7. Submitting to the mentor teacher the completed emergency information form, provided by the course instructor/university supervisor before leaving the classroom on the day.

### During the Field Experience

During the field experience, it will be critical to demonstrate professionalism and responsibility. Consider each day at the school a job interview. Specifically, the teacher candidate will:

- Demonstrate **punctuality, dependability, and professional decorum** throughout the course of the field experience.
  - Report to the host school on time each day. It is highly suggested you be at the school site fifteen minutes before the scheduled start time to minimize disruptions when entering the classroom. Arriving in the school parking lot at the time class is to start means you are LATE!
- Take responsibility for being an active participant in the classroom. The teacher candidate is expected to interact positively with the students, the mentor teacher, parents, and professional staff.
- Be prepared for tasks assigned by the mentor teacher and course instructor/supervisor.
- Construct a timeline for completion of specific course assignments.
- Set an example for P-12 students in matters of dress, speech, and behavior.
- Complete necessary information including, but not limited to, entering the time and activity information into the LiveText Field Experience Module (if required) and asking the mentor teacher to approve.

### Completing the Field Experience

At the end of each field experience, providing closure for the P-12 student(s) with whom teacher candidates work is a critical step. Events of the last day of the field experience should be planned in advance with the mentor teacher including how to communicate with students. Reflect on the successes and challenges of the field experience with the mentor teacher and course instructor/university supervisor. Finally, send a thank you letter to mentor teacher and students.

### IV. THE FIELD EXPERIENCE: PLANNING FOR INSTRUCTION

#### Overview

Field experiences are an integral part of all the teacher education programs at Winthrop University. Field experiences run concurrently with specific course requirements so teacher candidates can build
necessary content knowledge through authentic classroom experiences, thus “learning by doing.” In such a clinical-based program, multiple opportunities for assessment provide candidates critical feedback on their performance as a pre-service educator.

Performance Evaluation

Evaluation of teacher candidates in the Richard W. Riley College of Education is an important component of the teacher education program. Evaluation is a continuous and sustaining process that helps the teacher candidate recognize strengths and weaknesses. Communication between the student, mentor teacher and course instructor/supervisor includes brainstorming ideas and analyzing practice in order to examine why teaching succeeds or falters. The process is a rigorous multi-dimensional process. The evaluation components meet the guidelines and are congruent with South Carolina Board of Education’s Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for teacher candidates.

Teacher candidates receive both formative and summative feedback. Formative assessment is typically used to facilitate growth, monitor progress, and provide feedback without assigning specific grades or point values. Summative assessment provides information for the purpose of grading related to mastery of Teacher Education Competencies (see page 7).

Observations in the Performance Standards

The observation and evaluation process is designated by each course instructor/university supervisor. Refer to the course syllabus, website, and/or LiveText documents for information specific to the experience.

V. THE TEACHER CANDIDATE: POLICIES AND RESPONSIBILITIES

Introduction

Education is a noble calling that entails both challenges and responsibilities. Teacher candidates are expected to uphold the highest standards of the profession as they relate to students, families, and communities. Each teacher candidate is expected to exhibit the following four dispositions in their work with colleagues; faculty and staff in university and PK-12 settings; and PK-12 students and their families - Fairness, Integrity, Communication, and Commitment. Visit [http://www.winthrop.edu/coe/Office_of_Field_and_Clinical_Experiences/default.aspx?id=11517](http://www.winthrop.edu/coe/Office_of_Field_and_Clinical_Experiences/default.aspx?id=11517) for a description of each disposition and information about dispositional assessment including documenting concerns by mentor teachers and/or university supervisors.

Policies and Responsibilities

Teacher candidates will adhere to the following policies and practices throughout the field experience:

- **Appropriate Attire and Appearance** - Teacher candidates representing Winthrop University are expected to adhere to high standards of professional conduct in their interactions with students, employees, and the public. By dressing in a professional manner, you are serving as a role model for students and presenting a positive, professional image. Appearance can have a positive impact on student achievement and behavior and can influence how others perceive both you and public education. Professional dress and behavior portray a sense of pride, respect, and seriousness for education. Professional attire includes, but is not limited to:
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<th>Male</th>
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| - Neat slacks with a belt if there are belt loops  
- Dress shirt and tie  
- Jacket as requested by a supervisor | - Neat slacks, Capri pants, cropped pants  
- Skirts, skorts, or dresses of modest length (knee or lower)  
- Blouses, sweater, or twin sets (if tank, the shoulder should be covered at all times) | - Comfortable shoes that provide support and protection  
- Sandals are acceptable if they have a professional appearance  
*Athletic shoes are appropriate for special area subjects, as the field requires. |

Professional attire **excludes:**
- Provocative clothing (e.g., thin straps, tube tops, low necklines, strapless, too tight, too short, revealing, see through, sheer, or attire that shows undergarments, cleavage, or the midriff area)
- Jeans (denim of any color), leggings, shorts, athletic pants*
- T-shirts, tank tops, halter tops, sweatshirts
- Clothing or attire that is suggestive of drugs, alcohol, sex, or other obscenity
- Wrinkled or dirty clothing
- Tattoos and body piercings (e.g., eyebrow, nose, tongue, lip) that are visible to students
- Clothing that does not fully cover the waist, shoulders, and back thereby showing skin or undergarments while standing or moving
- Flip-flops or other beach-type shoes
- Slipper, house, or bedroom style shoes
- Sneakers (unless required by program area or for specific events)
- Hats or baseball caps

*Students teaching in special areas such as physical education, preschool, kindergarten, or dance should dress as appropriate for their field, as approved by supervisor.*
“Dress Down Days” are reserved for salaried teachers only. Winthrop teacher candidates should not participate, maintaining professional dress.

“Spirit Days” - If given the opportunity to wear clothing with the school logo for a special occasion, teacher candidates are encouraged to do so, but must continue to adhere to the guidelines outlined above.

Course instructors/ supervisors have the responsibility to address inappropriate dress on an individual basis beyond these minimal requirements.

- **Arrival and Leaving** - Teacher candidates will use the LiveText Field Experience Module (FEM) to document the time spent and activities that are in progress or completed for each day in the field experience - unless otherwise directed by the course instructor/university supervisor. At the beginning of each experience, arrival and departure procedures will be addressed with candidates. Procedures may differ at each school site.
  - The official Winthrop lanyard and ID must be worn on each day of the field experience. Students without a name badge will not be allowed to participate in that day’s field experience. If a name badge is lost, another may be purchased for a $5 fee from the Office of Field and Clinical Experiences.
  - Teacher candidates must be in the classroom at the assigned time **ready to participate** (not pulling in the parking lot).
  - Field experience times are not to be arranged or rescheduled by the candidate – this is done only through the Office of Field and Clinical Experiences.

- **Attendance** - It is fully expected that field experience students will NOT miss any days during the field experience. If an extenuating circumstance does arise, the following procedure must be followed:
  - Teacher candidate notifies the mentor teacher AND the course instructor/university supervisor before the absence or, in an emergency, as early as possible.
  - All absences from field experience days must be made up in order to receive credit for the field experience. Make-up days will be scheduled by the teacher candidate and the mentor teacher in conjunction with the course instructor/university supervisor. It will be determined when and how the candidate can make up the missed experience.
    - Arrangements will be made by the course instructor/university supervisor when circumstances arise that would cause a field experience to be cancelled (weather conditions, district/school schedules, etc).
    - See specific course syllabi for additional information regarding attendance and additional procedures for reporting/making up absences.
    - In case of excessive absences, the teacher candidate may be removed from the placement and required to repeat the course.

- **Confidential Information** - Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the **Family Educational Rights and Privacy Act (FERPA)**, teacher candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided prior to the field experience thus candidates are responsible for abiding to the guidelines. Questions from the teacher candidate regarding confidentiality policies should be directed to the mentor teacher and/or university supervisor.
• **Professionalism** - Teacher candidates must at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Richard W. Riley's College of Education's Professional Dispositions. Failure to do so may result in termination of the field experience. For example, teacher candidates should refrain from contact with their field experience students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students’ academic questions. Communicating about ANY field experience topic with students, mentor teachers, course instructors/university supervisors, or other interns through a medium such as Facebook® is considered inappropriate contact. It is highly recommended that candidates using online communication such as social networks, personal web pages, blogs, and Twitter® should set all access to the highest privacy possible. Remember, anything you post online can be accessed by parents, teachers, and potential employers. Also, teacher candidates should not convey to students any personal websites, personal spaces, or personal blogs. A teacher candidate, just as a practicing teacher, must always be above reproach in regard to interaction with students and the school community.

• **Transportation** - Placements in schools for teacher education field experiences, practica, and internships will be, whenever possible, within a sixty mile radius of the university campus. Travel to and from the placement is the responsibility of the teacher candidate who must assume liability for any required travel. Teacher candidates will be responsible for all transportation expenses pertaining to the field experience. Since, in most cases, more than one candidate is assigned to the same school site, it is highly suggested that carpooling be arranged to help alleviate the cost of travel; however, carpooling is not required.

• **Transporting Students** - Transportation of K-12 students to and from the school will not be provided in automobiles belonging to or driven by teacher candidates.

**VI. FIELD EXPERIENCE PLACEMENTS**

**Selection of Placement Schools**

Two important factors in the development of a successful field experience program are (1) having effective cooperating schools and (2) matching mentor teachers and teacher candidates. The following general policies are intended to help assure that sound procedures are used in the selection of the cooperating schools and in the assignment of teacher candidates to those schools:

1. The Dean of the College of Education (or designee) or a school district superintendent (or designee) from a Partnership Network district expresses a desire to have teacher candidates placed within a particular school or schools.

2. The school district assures the following qualities and resources:
   a. A sound and innovative curriculum that will offer teacher candidates the opportunity to develop and demonstrate initiative and resourcefulness as teachers.
   b. An administrative and teaching staff genuinely interested in teacher education at the pre-service level. This includes, but is not limited to, willingness to:
      i. Attend informational sessions and training programs necessary to prepare for serving as a partner school.
      ii. Provide appropriate learning experiences for teacher candidates.
      iii. Provide continuous supervision of teacher candidates through ongoing assistance in professional development.
      iv. Evaluate the teacher candidate’s performance using instruments designated by the State of South Carolina and Winthrop University.
v. Work cooperatively with Winthrop University staff members in all aspects of the field experience program.
vi. Select mentor teachers who meet Winthrop University’s criteria for service.

3. An agreement is signed by the district and the university.

**Placement Procedures**

1. Placements are made by the Office of Field and Clinical Experiences in conjunction with faculty from the Partnership Network and the respective program areas and in cooperation with principals and/or personnel directors in participating school districts.
2. All placements must be made in public school settings with teachers who meet the criteria as stated for host or mentor teachers.
3. A teacher candidate may **not** be assigned placement with a relative or close family friend serving as the mentor teacher (or paraprofessional) or where the principal is a family member.
4. Requests for changes in placements by teacher candidates must be made in writing to the Director of Office of Field and Clinical Experiences and will be considered only where there is evidence of extenuating circumstances.

**Diversity Formula**

The Richard W. Riley College of Education faculty has chosen to use a formula in which a placement is considered diverse if it meets a poverty index above 40% and/or non-white student enrollment greater than 40%.

**Fingerprinting and Background Check Requirements**

All students must complete the SLED (SC Law Enforcement Division) and Sexual Predator background check process and receive approval from the Director of the Office of Field and Clinical Experiences **before** beginning the field experience.

**Addressing Problems and Concerns**

The following steps should be followed when addressing a problem or concern:

1. Any problems or concerns that arise related to the performance of the teacher candidate should be discussed with him/her by the mentor teacher and course instructor/university supervisor. If appropriate, submit a *Professional Dispositions and Skills Intervention Form*. If the issue is not resolved, course instructor/university supervisor, and teacher candidate will meet with the Director of the Office of Field and Clinical Experiences to resolve the issue. Information regarding dispositions maybe found at the following website:


2. If a *Professional Dispositions and Skills Intervention form* is necessary, it will be signed by the teacher candidate and the course instructor/university supervisor. The original form will be kept in the Office of Field and Clinical Experiences with copies provided to the teacher candidate, and course instructor/university supervisor.

**Placement Changes**

Challenges may emerge that interfere with the successful completion of the field experience and require a reassignment. These concerns should be directed to the course instructor/university supervisor. The
course instructor/university supervisor and the Director of the Office of Field and Clinical Experiences will determine whether the teacher candidate will be reassigned in the same school or be placed in another setting. In the event that the mentor teacher is unable to perform the roles and responsibilities described in this document, the teacher candidate will be reassigned. The principal, course instructor/university supervisor, and the Director of the Office of Field and Clinical Experiences will determine whether a reassignment will take place in the same school or in another school setting.

Removal from Placement

The responsibility to remove a teacher candidate from the placement is based on the recommendation of the mentor teacher, course instructor/university supervisor, and the school administrators. When such removal is the result of an unsuccessful field experience, the candidate will not be given the option to begin a second assignment in another school during the same semester and will fail the course.

VII. WINTHROP UNIVERSITY-SCHOOL PARTNERSHIP NETWORK SITES

<table>
<thead>
<tr>
<th>Professional Development Schools</th>
<th>Winthrop Faculty in Residence</th>
<th>Principal</th>
<th>Liaison</th>
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<tbody>
<tr>
<td>Alma Elementary School</td>
<td>Lisa Hudson-Lucas</td>
<td>Kim Camp</td>
<td>Roxanne Wilkins</td>
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<tr>
<td>213 Alma Street Gaffney, SC 29340</td>
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<tr>
<td><a href="http://www.cherokee1.k12.sc.us/alma">http://www.cherokee1.k12.sc.us/alma</a></td>
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<tr>
<td>864-206-6482</td>
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<tr>
<td>Buffalo Elementary School</td>
<td>Lisa Harris</td>
<td>Melissa Inman</td>
<td>Anne Rampey</td>
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<tr>
<td>733 Main Street Buffalo, SC 29321</td>
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<td><a href="http://www.union.k12.sc.us/bes/bes.htm">http://www.union.k12.sc.us/bes/bes.htm</a></td>
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<td>864-429-1730</td>
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<tr>
<td>Chester Park School of Inquiry</td>
<td>Sue Spencer</td>
<td>Dena Dunlap</td>
<td>Angela Coleman</td>
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<tr>
<td>835 Lancaster Highway Chester, SC 29706</td>
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<td><a href="http://chester.inquiry.schooldesk.net/">http://chester.inquiry.schooldesk.net/</a></td>
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<td>803-581-7282</td>
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<tr>
<td>Great Falls Elementary School</td>
<td>Carol Shields</td>
<td>Wendell Sumter</td>
<td>Stephanie Barber</td>
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<tr>
<td>301 Dearborn Street Great Falls, SC 29055</td>
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<tr>
<td>803-482-2214</td>
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<tr>
<td>Hunter Street Elementary School</td>
<td>Linda Pickett/Susan Green</td>
<td>Kevin Hood</td>
<td>Tricia Gupton (AP)</td>
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<tr>
<td>1100 Hunter Street York, SC 29745</td>
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<td><a href="http://www.york.k12.sc.us/hss/">http://www.york.k12.sc.us/hss/</a></td>
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<td>803-684-1926</td>
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<tr>
<td>Lancaster County School District</td>
<td>Deb Leach</td>
<td>Base School - Indian Land Middle</td>
<td>803-578-2500</td>
</tr>
<tr>
<td>300 S. Catawba Street Lancaster, SC 29729</td>
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<tr>
<td><a href="http://www.lancastercsd.com/">http://www.lancastercsd.com/</a></td>
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<td>South Middle School</td>
<td>1551 Billings Drive</td>
<td>Lancaster, SC 29720</td>
<td>Kelly Costner</td>
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<td><a href="http://sms.lancasterscschools.org/home">http://sms.lancasterscschools.org/home</a></td>
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<td>Sugar Creek Elementary School</td>
<td>1599 Farm House Drive</td>
<td>Fort Mill, SC 29715</td>
<td>Diana Murdock</td>
</tr>
<tr>
<td></td>
<td><a href="http://sces.fort-mill.k12.sc.us/">http://sces.fort-mill.k12.sc.us/</a></td>
<td>803-835-0150</td>
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<tr>
<th>PARTNER SCHOOLS</th>
<th>Principal</th>
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<tbody>
<tr>
<td>Buford Middle School</td>
<td>Sheryl Wells</td>
<td>Wendy Bartell</td>
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<tr>
<td>1890 North Rock River Road</td>
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<tr>
<td>Chester Park Center of Literacy through Technology</td>
<td>Tammy Graham</td>
<td>Quincey Samuel</td>
</tr>
<tr>
<td>835 Lancaster Highway</td>
<td>Chester, SC 29706</td>
<td><a href="http://chester.literacy.schooldesk.net/">http://chester.literacy.schooldesk.net/</a></td>
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<tr>
<td>Clinton Elementary School</td>
<td>Rachel Ray</td>
<td>Shirnetha Stinson</td>
</tr>
<tr>
<td>110 Clinton School Road</td>
<td>Lancaster, SC 29720</td>
<td><a href="http://ces.lancasterscschools.org/">http://ces.lancasterscschools.org/</a></td>
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<tr>
<td>Cotton Belt Elementary School</td>
<td>Jennifer Bolin</td>
<td>Mattie Hughes</td>
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<td>Finley Road Elementary School</td>
<td>Christopher Roorda</td>
<td>Richard Camp</td>
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<tr>
<td>1089 Finley Road</td>
<td>Rock Hill, SC 29730</td>
<td><a href="http://fr.rock-hill.k12.sc.us/">http://fr.rock-hill.k12.sc.us/</a></td>
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<tr>
<td>Foster Park Elementary School</td>
<td>Barbara Palmer</td>
<td>Patricia Farmer</td>
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<tr>
<td>901 Arthur Boulevard</td>
<td>Union, SC 29379</td>
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<tr>
<td>Great Falls Middle/High School</td>
<td>411 Sunset Avenue</td>
<td>Great Falls, SC 29055</td>
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<tr>
<td>India Hook Elementary School</td>
<td>2068 Yukon Drive</td>
<td>Rock Hill, SC 29732</td>
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<td>Indian Land Middle School</td>
<td>8361 Charlotte Highway</td>
<td>Indian Land, SC 29707</td>
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<tr>
<td>Jonesville Elementary/Middle School</td>
<td>350 New Hope Church Road</td>
<td>Jonesville, SC 29353</td>
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<tr>
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<td>Kelly Miller Elementary School</td>
<td>255 Kelly Miller Road</td>
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<td>Riverview Elementary School</td>
<td>1434 Harris Road</td>
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<tr>
<td>South Pointe High School</td>
<td>801 Neely Road</td>
<td><a href="http://sph.rock-hill.k12.sc.us/">http://sph.rock-hill.k12.sc.us/</a></td>
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<tr>
<td>Sunset Park Center for Accelerated Studies</td>
<td>1036 Ogden Road</td>
<td><a href="http://sp.rock-hill.k12.sc.us/">http://sp.rock-hill.k12.sc.us/</a></td>
</tr>
</tbody>
</table>
VIII. LiveText REFERENCE GUIDE

Using Mozilla Foxfire for Windows or Safari for Apple, follow the steps below for entering time and activities completed during a field experience session.

- Go to www.LiveText.com
- Enter username and password
- Click Login
- Click on FIELD EXPERIENCE (tab at top left)
- Click on VIEW PLACEMENT DETAILS (upper right hand corner)
- In the log at the top right hand corner enter:
  - Date
  - Teacher's name under "Class Info"
  - Activity(ies) completed or in progress
  - Hours/minutes spent in the classroom

The mentor teacher must then log in to his/her account and, following the same directions above and then approve the information entered by the teacher candidate.

The Field Experience module can also be used to communicate with the mentor teacher via email. Attachments may also be uploaded and sent via the email system.