Guidebook to Field Experiences In Education

2015-2016 Manual for Student Teachers, Supervising Practitioners and College Supervisors
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Wheelock College Vision and Mission</td>
<td>2</td>
</tr>
<tr>
<td>Educator Preparation Programs</td>
<td>4</td>
</tr>
<tr>
<td>Creating Exemplary Professionals in Education</td>
<td>4</td>
</tr>
<tr>
<td>Professional Standards for Educator Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Field Experience</td>
<td>6</td>
</tr>
<tr>
<td>Education Field Practica at a Glance</td>
<td>8</td>
</tr>
<tr>
<td>Prospective Education Professionals in the Field Experience</td>
<td>9</td>
</tr>
<tr>
<td>The Pre-practicum Experience</td>
<td>10</td>
</tr>
<tr>
<td>The Practicum or Student Teaching Experience</td>
<td>13</td>
</tr>
<tr>
<td>The Role of the Supervising Practitioner</td>
<td>17</td>
</tr>
<tr>
<td>The Role of the Wheelock College Supervisor</td>
<td>22</td>
</tr>
<tr>
<td>The Internship Experience in Graduate Education Programs</td>
<td>24</td>
</tr>
<tr>
<td>Communication with the College during the Field Experience</td>
<td>25</td>
</tr>
<tr>
<td>Assessment and Evaluation</td>
<td>27</td>
</tr>
<tr>
<td>Appendices</td>
<td>29</td>
</tr>
<tr>
<td>A. Preservice Performance and Wheelock PPA Addendum (links)</td>
<td>30</td>
</tr>
<tr>
<td>B. Policies and Procedures Related to Field Experiences</td>
<td>31</td>
</tr>
<tr>
<td>C. Voucher Policy</td>
<td>39</td>
</tr>
<tr>
<td>D. Protocol on Addressing Field Site Harassment or Discrimination and Ethical Concerns at a Field Site</td>
<td>40</td>
</tr>
<tr>
<td>E. College Resources: Resource Center, Wheelock College Library, Center for Career Development, Wheelock Family Theater</td>
<td>44</td>
</tr>
<tr>
<td>F. Professional Standards Online (links)</td>
<td>46</td>
</tr>
<tr>
<td>G. Wheelock College MTEL Policy (link)</td>
<td>46</td>
</tr>
</tbody>
</table>
Introduction

The Guidebook to Field Experiences in Education is designed for participants in the pre-practicum, practicum, and graduate internship components of all full teacher preparation programs offered by the college. The Guidebook provides policy and procedure information, including expectations and requirements for student teachers, Wheelock supervisors and for practitioners in clinical sites. The information in the Field Experience Guidebook for Education is useful for Wheelock students who plan to enter the profession and it is essential for student teachers, referred to as candidates. The guidebook informs Wheelock supervisors, supervising practitioners in classrooms or early education settings, and principals or center directors.

Supervised fieldwork and clinical practice are central to the professional preparation of individuals who work with children, youth and their families in schools, child care centers, and community-based educational settings. Field experiences allow Wheelock students to learn professional expectations, develop a variety of instructional and assessment strategies necessary for teaching the range of subjects in ways that help all students develop, learn, and achieve. From early field work through culminating clinical experiences, students make connections among theory, research, and practice with professionals and other members of the communities they serve. A variety of field based experiences precede the culminating and intensive practicum (student teaching) experience that is central to all full teacher preparation programs. All field and clinical experiences are supervised and are linked to a Wheelock course and faculty member.

The college provides high quality field and clinical experiences. The guidebook contains information regarding the sites, experiences, and the essential supervision provided to students and candidates in field and clinical placements. Expectations, roles, and responsibilities of students, supervising practitioners, and Wheelock supervisors are provided with general timelines for observations, three-way conferences, and evaluations. Participants are pointed toward appropriate resources as well as opportunities for professional development. Policies, procedures, and practices are provided related to activities and situations arising in the field.

Educator preparation is grounded in the mission of Wheelock College, to improve the lives of children and families. The Education Faculty is committed to this mission and to preparing effective teachers for 21st century multi-racial, multi-lingual, multicultural schools and learning settings. Excellent preparation requires knowledge and understanding of developmental science, discipline content and the skills of content-specific pedagogy. Inclusive practices and a commitment to fairness and to development, learning, and achievement of all children and youth are essential.
Wheelock College

Vision
As a private college with a public mission, Wheelock College strives to be the premier college that educates people to create a safe, caring, and just world for all children and families.

Mission
To improve the lives of children and families.

Academic Guiding Principles

Preamble
Wheelock College cultivates a passion for learning among all members of its community. We are a diverse learning community whose members respect differences among people, their ideas, and their ways of acting in the world.

Principle One
Wheelock College creates and sustains an environment of critical inquiry, creative expression, and growth. Wheelock College students:

- Master content in the arts and sciences in sufficient depth and rigor to allow an appreciation of the beauty and integrity of the disciplines;
- Develop expertise in the education and human service professions along a continuum from entry level to advanced practice;
- Explore new ideas, experiences, and collaborative partnerships, and integrate academic learning and community-based experiences;
- Apply multicultural and developmental perspectives to understand individual, family, community, and societal growth.

Principle Two
Wheelock College develops reflective, responsive, and responsible world citizens who are prepared to:

- Understand the broad social, cultural, political and economic contexts that influence the lives of all children and families at the local, national, and international levels;
- Engage, individually and collectively, in lifelong learning; embrace multiple perspectives; and participate within diverse communities;
- Realize their capacity for leadership that creates a more just world for all children and families.

*Academic Guiding Principles Approved by the Wheelock Faculty 5/23/06*
Civic Engagement at Wheelock College

Community engagement through experiential learning actualizes Wheelock’s mission. Combining arts and sciences with professional education, the college provides all students with opportunities for experiential learning through field placements, community service and service-learning locally, regionally and globally. Wheelock students begin field placements in their first year, as practical experience supplements classroom learning about human growth and development. Through placements in diverse and inclusive urban settings, undergraduate students have opportunities to integrate child development and pedagogical theory with practice.

As students enter professional majors in early childhood, elementary and special education, the Field Experience Office works with them to identify pre-practicum and practicum sites in partner schools. Through a sequence of supervised field and clinical experiences, teacher candidates develop professional knowledge and skills. The fieldwork and the 2-semester pre-practicum/practicum or full year graduate internship experiences, with supporting course work, take place with longstanding partners who enrich the teacher candidates’ knowledge, skills and professional development. While learning from and contributing to the lives of children and families, candidates observe, practice, assess, and analyze as they learn to work effectively with diverse children and youth, families and communities.
Education Programs

Educator Preparation Programs at Wheelock College

The Education Division is responsible for the design, delivery, and evaluation of educator preparation at Wheelock College. The Education Faculty and the Field Experience Office work in collaboration with faculty in the arts and sciences, and with partner schools and practitioners in the surrounding communities. The Education Division consists of four academic departments: Early Childhood Education, Elementary Education, Special Education, and Language and Literacy. Graduate and undergraduate programs in education are designed for individuals who wish to pursue careers in early care and education (birth to five), early childhood (PreK-2nd grade), elementary (1-6th grade), or special education (moderate disabilities PreK-8th), and for current teachers who want to be reading specialists. Knowledge and experience working with families and communities, curriculum design and selection, leadership and advocacy are important roles that students explore and learn. Students and alumni work in public and private schools, Head Start and child care centers, community-based organizations and agencies serving children from birth through early adolescence or the middle school years. Each program is committed to multicultural/multiracial/multilingual education and to an inclusive approach to educating all of the nation's children.

Creating Exemplary Professionals In Education

The Education Faculty defines the vision of the education unit as the preparation of educators who are knowledgeable, who think critically and work effectively to enable all children to learn, and who promote social justice through a variety of contexts including collaboration with colleagues, families, community agencies, and organizations. A conceptual framework describes the faculty's professional commitments and priorities that provide direction for teacher preparation and reflect state, national and institutional professional standards for educator preparation.

Faculty commitments and priorities include various areas of content and understanding required for excellence in teaching, including developmental science, other arts and sciences knowledge, and a range of pedagogical knowledge and skills. Supervised clinical practice is central to teacher preparation, as teacher candidates observe and practice pedagogical knowledge and practices. They learn about cultural differences from communities and families and from each other. Educator preparation at Wheelock College is a culturally contextualized and development approach to transformative pedagogy for adult learners. It is an approach that prepares teachers to support development, learning, and achievement for all children and youth.

Faculty priorities for the education of teachers include the following knowledge, skills, and dispositions:

- consistent use of culturally competent practice that promotes fairness;
- teaching for understanding, critical thinking, and problem solving;
- meeting diverse learning needs of students through research based and inclusive practice;
- ability to work with students learning English as a second language and promote their learning the content areas using sheltered English immersion knowledge and strategies;
- appropriate and integrated use of technology by educators and students;
- continuous learning through reflective practice and professional development;
- use of performance based assessments aligned with national, state, and institutional standards.
Professional Standards for Educator Preparation

All of Wheelock's full educator preparation programs provide course work with field and clinical experiences that enable teacher candidates to learn and demonstrate the knowledge, skills, and dispositions of professionals as outlined in state and national performance based standards and reflected in seven Wheelock College Education Standards. Attainment of a level of practice expected of beginning or advanced professionals is assessed by members of the faculty and the profession at multiple points prior to program completion. The following institutional standards are aspirational and compatible with the national and state professional standards.

Wheelock College Education Standards

Standard 1  Advocacy for Social Justice
Standard 2  Understanding Children in their Many Dimensions
Standard 3  Knowledge of Content and Integrated Curriculum
Standard 4  Use of Educational Practices that Foster Learning, Development, and Achievement for All the Nation’s Children
Standard 5  Assessment in a Multi-Racial, Multicultural Democracy
Standard 6  Reflective Practice
Standard 7  Family, Community, and Professional Partnerships in a Diverse Society

The school's educator preparation programs require coursework and a Wheelock faculty instructor or supervisor connected with each field or clinical experience. Teacher candidates learn and demonstrate the knowledge, skills, and dispositions of professionals outlined in the Massachusetts Professional Standards for Teachers and in national standards. Attainment of these standards is jointly assessed by the supervising practitioner and Wheelock supervisor prior to practicum completion for all teacher candidates.

All full teacher preparation programs have been nationally reviewed and recognized; the programs require performance-based standards and demonstrated competency on the part of candidates prior to program completion. Teacher candidates demonstrate knowledge of content, and the ability to plan and implement developmentally effective instruction. They include appropriate assessment in instruction and use that information to plan next steps to promote students’ learning.
Introduction to Field Experience

The Urban Commitment

To enrich students’ learning and preparation for professional practice, the college emphasizes learning about many cultures and affirming the strengths and collective wisdom that we all bring to society. Undergraduate students are active contributors, partners and participants in schools, hospitals, community agencies and programs in the Boston, Brookline and Cambridge communities. Through fieldwork and supervised teaching experiences in urban community settings, students build the capacity to be professionals. As prospective students apply for acceptance to the master’s programs, they apply for internships established by the faculty with Boston, Brookline, Cambridge and Newton public schools. Frequently a cohort of Boston teachers will enroll in the Early Childhood or Teacher of Reading master’s program. There are a few graduate students each year who are employed in other districts that meet the college requirements for placement sites that have diverse populations of students.

The Role of the Field Experience Office

The Field Experience Office is responsible for students’ field-based experiences. The field experience office makes about 1000 placements each year. The staff of the Field Experience Office assigns placement interviews based on written input, interviews, and conversations with individual students, faculty, supervisors and prospective supervising practitioners and principals. The staff seeks to make a match that is mutually beneficial for the student, college supervisor, supervising practitioner and children. The placement process is time intensive, taking several months in the spring to complete placements by late spring for the fall semester, and several months in the fall to complete placements for the spring semester.

Graduate education students who are employed either as teachers or paraprofessionals in child care or education settings may apply in writing to the Field Experience Office to use their place of employment as their field experience. The placement will be evaluated by faculty and the Field Experience Office, meet Wheelock and state requirements (age/grade level, inclusive population), and the student must be allowed to fully participate in all teaching activities with the whole group of children. The Massachusetts Department of Elementary and Secondary Education and Wheelock College require that supervising practitioners have initial or professional licensure and a minimum of three years teaching experience in the area in which the student seeks licensure. An on-site supervising practitioner of record is identified in cases where a graduate student is approved to teach in his or her own classroom. Use of one's own classroom must be requested of the Field Experience Office prior to the semester in which the student will be using his or her work site in order for the site to be evaluated and a Wheelock College supervisor to be assigned. The Field Experience Office supports the planning and participates in the orientation of supervisors and supervising practitioners. The office prepares, disseminates and collects the Preservice Performance Assessments (PPAs), as well as practicum evaluation materials and a series of performance surveys for practitioners, school sites, and supervisors.
Field Experience Timeline

Students are expected to take the initiative to prepare for their practicum by completing the following sequence:

- Set up appointments with the Field Experience Office Staff.
  - Contact the Field Experience Office at 617-879-2173 or 617-879-1212
    - By September 23rd for Spring Placements.
    - By February 9th for Fall Placements.

- Interview with the Field Experience Office staff on the appointment date.

- Update resumes. [The Center for Career and Professional Development provides help with resumes on request.]

- Update health information.
  - Make sure your TB test is up to date.
  - Make sure you have a MMR.
  - Have an up-to-date list of your immunizations.

MTEL Requirement

Note: Undergraduate and graduate students in a program leading to PreK-2, 1-6 or PreK-8 licensure have a Massachusetts teacher test (MTEL) requirement to complete as part of their state approved program. Students should develop a comprehensive MTEL map with their advisor and have completed the necessary steps as defined in the Wheelock MTEL Policy prior to applying for the undergraduate elementary prepracticum or the first PreK-2 or PreK-8 practicum. Passing scores on the Communication and Literacy tests are required before undergraduate students can interview for a pre-practicum or practicum. Undergraduate and graduate students in licensure programs with the MTEL requirement must pass all necessary exams before registering for their finale capstone or portfolio courses (see Wheelock MTEL Policy, Appendix G). For more information on site selection and registration for practicum, contact the Field Experience Office at 617-879-2173 or 617-879-1212. For more information on MTEL requirements, access www.wheelock.edu/mtel.
Education Field Practica At A Glance

Basic Requirements

Each individual program has specific requirements that are communicated by Wheelock faculty and supervisors. Common expectations include:

- Practicum is typically a 14 week, full-time experience (4.5 to 5 days a week, depending on the program). Some programs require a second, half time additional practicum experience and others require a full year internship. (Wheelock requirements exceed the minimum contact hours requirements of the state's program approval guidelines and are full semester experiences or full school year graduate internships.)

- Each practicum student must meet weekly or on a regular basis for planning time and communication with the supervising practitioner.

- Wheelock practicum students (teacher candidates) must have the opportunity and support to fulfill increasing responsibilities to plan and implement lessons or activities in all content areas appropriate to the program (and area of licensure).

- Practicum students must demonstrate the ability to assume leadership responsibilities of the classroom teacher over a sustained period, according to program expectations.

- All teacher candidates have completed courses in content and pedagogical content knowledge, as well as coursework in child development and in racial and cultural identities, as they complete a sequence of supervised field, prepracticum and practicum or internship experiences. Supporting courses are required as co-requisites with practicum and clinical experiences, enhancing the applied practice throughout the programs. A graded portfolio with performance based assessments is required as part of a final course in every program. An exception is made in terms of pedagogical content courses beyond the entry-level course for graduate students in full-time paid internships. Carefully sequenced course-work and practice in every full preparation program assures that content and applied pedagogical preparation precede and accompany the clinical practice. A Wheelock policy requires that all students in field or clinical experiences at all levels are enrolled in related content coursework.

- All clinical supervisors are experienced teachers and/or school principals. All demonstrate excellence in their practice as educators, supervisors, and mentors.
Prospective Education Professionals, Supervising Practitioners and the College Supervisors: Partners in the Field Experience
The Practicum Experience

Students are individuals with varying needs and interests who enter the pre-practicum experience at different stages of professional development. Students' initial reactions to the experience will vary. For example, in their eagerness to participate, some students may undertake more responsibility than they can handle well and may need guidance from the supervising practitioner. On the other hand, some students take on classroom responsibilities slowly and may be hesitant to extend themselves or take risks, perhaps fearing failure. They may need extra encouragement from the supervising practitioner before they are able to try out the teaching role.

In the undergraduate elementary major, the pre-practicum is a separate course that requires students to work weekly in the classroom. Many students become comfortable in assuming classroom responsibilities even before entering the practicum. In the undergraduate early childhood and special education and graduate education programs, prepracticum experience is embedded in prior required courses and in early weeks of the first practicum. Students enter the second practicum having assumed leadership roles in the classroom. They may need time to learn and adjust to work with children at a new age level or in a different setting.

All students are more competent and confident when the supervising practitioner’s expectations are made as clear as possible. Thinking through expectations and defining them clearly is a difficult task, but one well worth doing. Wheelock requires a practicum student to meet weekly with his or her supervising practitioner, providing time for ongoing communication and clarity of expectations. The following list might be helpful to supervising practitioners in clarifying expectations of students:

Prior to entering a pre-practicum experience, students should:

1. Think about the time commitment necessary for working in the field and, where possible, make adjustments in personal and work commitments.
2. Prepare themselves for an early morning work schedule.
3. Be familiar with all of the policies, procedures and requirements for field experiences stated in the Guidebook.
Wheelock expects students to:

1. Maintain confidentiality concerning on-site and seminar discussions about children, families, and colleagues.
2. Attend their placement every scheduled day.
3. Exchange home phone numbers with the supervising practitioner and clarify the most convenient time to call when it is necessary.
4. Notify the site and the supervising practitioner before the beginning of the workday when illness or an emergency necessitates an absence. Notify the college supervisor within 24 hours.
5. Make plans to make up each missed day. All absences must be made up.
6. Dress appropriately and conduct themselves as emerging professionals.

Pre-practicum guidelines for candidates

Entry

1. When field experience has identified a potential site, you should make an initial phone call to introduce yourself as a Wheelock College student.
2. Plan enough lead-time to schedule the necessary visit to complete your assignment.
3. Discuss with the group leader/teacher before arriving how you would like to be involved in the setting/classroom (i.e., to observe, interact, interview, etc.).

Observing

1. If you are in the role of observer, find a place to sit where you will be unobtrusive but able to see the group of children.
2. If a child approaches you to ask what you are doing, simply explain that you are learning about their program without engaging in lengthy conversation.
3. Photographs, videotapes, and audiotapes require both parental and site permission.
4. You may write detailed notes which must be kept confidential (i.e., don't leave your notebook lying around or talk about your observations).
5. When describing a particular child for a case study or written assignment, protect confidentiality by disguising the child's identity (i.e., change the name or use one initial).
Interactions and responsibilities at the site

1. If your assignment requires interacting with children, introduce yourself and explain why you are there.

2. As a guest at the field site, you are not responsible for setting limits in disputes, nor should you be left alone to supervise students at any time.

3. In any setting where you are interacting with children, remember to use universal health precautions.

4. Your setting may require that you show proof of a negative PPD/Mantoux TB test and a recent physical exam. (This is required for student teaching.)

5. Express your appreciation to the site and the appropriate personnel at the site.
The Practicum Or Student Teaching Experience

General expectations and responsibilities of student teachers

Student teachers have completed prerequisite courses and experiences and are ready to assume the responsibilities of the teacher. Undergraduates in the Early Childhood and Special Education majors as well as graduate students in the Early Childhood teaching program are required to do two practica with children of differing ages or grade levels. Students in the Elementary major have a full-semester pre-practicum experience prior to a full semester of student teaching.

Student teachers are expected:

1. To stay a full day at the site, arriving at least one-half hour before the children arrive and staying one-half hour after they leave. Note: Some students in the half practicum spend only half-days at the site. If the children are dismissed early on professional days, the student is expected to stay and attend conferences, meetings, or planning sessions with the supervising practitioner.

2. Not to modify, alter, or change the schedule for any reason, including coursework at Wheelock, without the approval of the practicum seminar instructor and Wheelock supervisor in conjunction with the supervising practitioner. The Chair of the appropriate department should also be consulted, as well as the licensure officer.

3. To share in daily preparation before and after school, except for days when classes are held in the afternoon at the college.

4. To assist the supervising practitioner in carrying out the program and to take responsibility for assigned teaching-related tasks.

5. To participate fully in all aspects of school and community life; to work with other members of the teaching team, specialists, and other members of the school community; and as allowed by school policy, to attend core conferences, assessment or IEP meetings, parent conferences, staff meetings, workshops, and PTO events.

6. To attend all scheduled class field trips during regular school hours as long as a member of the school teaching staff is present. (If the student's schedule permits, we encourage participation on any trips that extend beyond school hours. Wheelock student teachers may not take full responsibility on field trips and should not drive children.)

7. To participate in weekly conferences with the supervising practitioner; to plan and evaluate lessons and activities; to include assessment in lesson plans; to reflect on their practice and use the assessment findings to plan next steps in instruction and promote continued learning for all students; to utilize the supervising practitioner's ideas and implement them wherever possible; to take best advantage of this opportunity for learning to teach and to create/set up learning environments.

8. To collect and record evidence of meeting the Massachusetts Standards for Professional Educators using the Pre-service Performance Assessment (PPA) form throughout the experience, and fully completing the form.

9. To share the evidence prior to three-way meetings (with the supervising practitioner and college supervisor, and with appropriate time for review by all).

10. To participate in a minimum of three, three-way conferences as well as pre- and post-
observation conferences with the college supervisor in person or by phone or Skype.
Expectations of practicum students (student teachers) in their role as a teacher

A. During the introduction to the classroom, the practicum student should:
   1. Observe and discuss questions, concerns, procedures, routines.
   2. Assist with classroom routines: snack, transitions, recess, morning meeting time, lunch.
   3. Build personal relationships with each child by reading stories to individual children, helping a child complete an activity or project, working individually on a particular task, providing assistance on daily or long-term assignments.
   4. Work in different areas of the classroom or with different groups of children each day to become familiar with the available resources and activity areas.
   5. Meet other members of the interdisciplinary teaching team where appropriate.

B. During the ongoing participation in the classroom, the student teacher should:
   1. Gradually assume increased responsibility for the program:
      - Take increasing responsibility for the transitions from one activity to another; become increasingly aware of the functioning of the entire group, and of moments when the teacher steps in to give guidance.
      - Develop increasing ability to plan and ultimately demonstrate the sustained ability to take responsibility for all aspects of the program.
   2. Work collaboratively with families, the community, and with other school professionals:
      - Reflect on and examine family/school/community relationships; use family, school and community resources to create positive social climates that support children's increasing self-esteem.
      - Learn to utilize appropriate communication strategies with families; find ways to bring families and community members into the classroom as experts.
      - Seek out information about the children from families and the community when appropriate.
      - Collaborate with families as expectations are set for children's learning; establish and maintain channels of communication so that expectations are shared and consistent at home and at school, as appropriate.
   3. Work effectively with individual and small group activities:
      - Systematically observe and listen to children.
      - Read to and/or with children.
      - Set up learning centers in art, music, science, etc.
      - Observe and listen to children.
      - Contribute to ongoing written records.
      - Prepare materials and plan for individual needs.
      - Use available resources at the school, neighborhood, college, and museums.
      - Offer language arts experiences.
      - Encourage the expression of knowledge through a variety of media including stories, poetry, music, and drama.
      - Encourage the creation of stories, poetry and drama.
      - Facilitate opportunities for creative, age appropriate play.
      - Take increasing responsibility for teaching lessons in math, reading, social studies, science.
      - Become acquainted with curriculum materials and assessment materials.
• Observe an individual child in order to assess needs and/or integrate IEP objectives into curriculum planning with the supervising practitioner.

4. Communicate clearly, understandably and appropriately:
   • Give clear and concise explanations to students; frame questions to encourage inquiry.
   • Use language appropriate to age, developmental stage, special needs, social, racial, and linguistic background of the students.
   • Interact effectively and professionally with supervising practitioner and other program staff.

5. Assist in designing a learning environment that facilitates cognitive, social, and emotional development:
   • Learn and begin to use record keeping methods that will help evaluate, diagnose, and plan.
   • Understand the needs and interests of the students and design or adapt the curriculum to meet these needs and interests.
   • Use materials, media, and techniques appropriate to the age and developmental stage of the students.
   • Relate the elements of instruction sequentially to each other, to other fields of knowledge, to the children’s experiences, and to long-term goals.

6. According to specific program requirements, plan and teach a project or curriculum unit that integrates across subject areas of the classroom and that typically lasts for a week or more. This project or unit should use a variety of teaching/learning approaches and reflect the interests and developmental levels of the children. The project may be related to a Wheelock College course assignment.

7. Integrate assessment strategies within instruction to determine the effectiveness of instruction and monitor individual learning of children.

8. Learn to document student learning and evaluate effectiveness of instruction by reflecting on and interpreting results. Learn to use results of formal and informal, as well as formative and summative assessments to improve instruction for individuals and groups of students, and to have a positive impact on students’ learning, development and academic progress.
Role Of The Supervising Practitioner

Supervising practitioners are selected because of demonstrated competence in practice and a thorough knowledge of content and pedagogy. The supervising practitioner works closely with the student on a daily basis. Our model has the goal of an educative practicum that helps prospective teachers take control of their own professional development over a long career of continued learning, rather than aiming to be successful only in the immediate context of the practicum. Supervising practitioners examine their own teaching practice through the mentoring experience. They are teacher educators in partnership with Wheelock supervisors and faculty. As trust builds and the teacher candidate becomes a part of the teaching team in the classroom, constructive feedback increases and becomes more meaningful.

The supervising practitioner comes to know the student's strengths and weaknesses. The student looks to the supervising practitioner for example, guidance, and evaluation throughout the semester. As trust builds and the student becomes more a part of the classroom, the opportunity for constructive feedback and mentoring increases, and becomes more meaningful.

Importance and Length of the Supervised Practicum or Graduate Internship

Supervised field and clinical experiences are central to educator preparation at Wheelock College. Programs include culminating intensive and extensive supervised clinical experience accompanied by essential coursework that wraps around the teaching. Wheelock teacher candidates participate in practicum (student teaching) for the full 14 week semester, or school year for those in internships. Wheelock exceeds the state's minimum contact hours for practicum students. The practicum officially begins with direct contact with children, although candidates in fall placements are urged to work with the supervising practitioner in preparation for the first day of school.

Qualifications

Supervising practitioners are required by Wheelock and the state to have a Massachusetts state Initial or Professional license appropriate for their current classroom (PreK, 1st-2nd, 1-6, K-8, PreK-8), and to have a minimum of three years of experience teaching at that level. On rare occasions, a waiver is granted for a teacher with less than three years of experience under the specific license. Waiver requests are processed by the Field Experience Office and signed by the Director of Field Experience, the Wheelock Licensure Officer, and the chair or faculty member in the appropriate department.

A licensed and experienced teacher becomes a supervising practitioner because s/he strives for and demonstrates teaching practices valued by the Wheelock faculty as best practices. This includes: appreciation for diversity; fairness and the belief that all children and youth can learn; knowledge and skill to manage and organize a safe and engaging learning environment; demonstrated capacity and interest in mentoring adults; content knowledge and pedagogical content knowledge; skill in using the results of a variety of formative and summative assessments to improve instruction and promote development, learning, and achievement for children and youth.
Responsibilities of the Supervising Practitioner

Communication with Wheelock College Supervisor and/or Student Teacher

- Set up conference/meeting times on a regular schedule that is maintained throughout the practicum.
- Supervising practitioners are always welcome to communicate with the Wheelock College Supervisor. In addition, if any issues of concern arise around student performance and/or progress, please contact the Wheelock College Supervisor immediately or the Field Experience Office (if needed).
- Explain the rationale for your teaching and classroom management style.
- Encourage the student to model her/his lessons and management decisions, basing reasons on an understanding of individual children's needs and developmental levels.
- Ensure that the student teacher will not be left in charge of the classroom without a staff member available. While Wheelock does expect most students to be able to handle a group of children by mid-semester, a teacher should be close by to assist as needed or in case of emergency.

Introducing the Student Teacher to the practicum site and classroom

- Introduce her/him to key personnel at the site and in the community
- Provide a tour of the building, arrival and departure times, radio/TV station or website that carries your "no school" announcement on snow days
- Exchange telephone numbers
- Explain the appropriate dress, behavior and tasks to assume
- Show where resource guides, teacher manuals, etc. are stored and explain procedures for borrowing

Preservice Performance Assessment (PPA) and Wheelock PPA Addendum

- Complete your information on the PPA coversheet (Preservice Performance Assessment), including licensure number and level
- Supervising practitioners share responsibility with the Wheelock College Supervisors and candidates for the use and full completion of the Preservice Performance Assessment (PPA) and Addendum according to state and college guidelines.
  - Participate in a minimum of three meetings with the student and college supervisor
  - Review and critique, throughout the practicum experience, the evidence of candidate competencies documented by the candidate on the PPA form
  - Work collaboratively with the college supervisor to complete the evaluative comments and ratings on the PPA and the Wheelock addendum to the PPA
  - Agree or come to consensus on the rating for each standard on the PPA, signified by initials placed on each page, and by signatures on the final page. Provide a summary statement. If agreement or consensus is not possible, contact the Field Experience Office. The department chair and licensure officer are contacted by FEO if this occurs.
Classroom planning

- Set up a schedule for a weekly conference with the student in addition to ongoing information and communication to ensure that all expectations, information, concerns, etc. are shared.

- Plan ahead to be sure that the student teacher has time to fulfill all College and state requirements and is given regular opportunities to plan and implement learning activities that reflect course goals and objectives (e.g. dramatic play, learning centers, collaborative projects).

- Discuss with the student and then facilitate the process of the student teacher moving from observing to conducting individual, small group, and finally whole class teaching situations, i.e., as you believe the student is ready to do so.

- Provide and assist the student teacher with opportunities to communicate with families by making contact in writing, by phone or in person.

- Encourage the student teacher to participate, where appropriate, in staff meetings, workshops, PTO events, parent conferences, team evaluations, and work or consult with specialists who are in the classroom.

End of Semester

Plan an end-of-semester activity when the student teacher's practicum is ending. This is important for student teachers as well as for the class, and might include farewell cards; time to remember activities that were done together; or a bon voyage celebration. These activities differ from school to school, and we welcome your ideas.
Day By Day: A Theoretical Rationale

Wheelock College bases course work and classroom participation on a developmental approach to children's learning. We encourage student teachers to apply developmental theory to various dimensions of the teaching process by:

- adapting tasks to children's developmental stage and previous experience;
- respecting the values and uniqueness of all children and their families within the school community;
- creating a learning environment that encourages exploration and discovery and is broad enough to encompass a variety of teaching approaches based on individual children's learning styles and developmental levels;
- investigating community resources and developing relationships with the community as well as medical and human services colleagues;
- focusing on children's total development;
- integrating curricula across several disciplines.

Wheelock student teachers are encouraged to develop and/or adapt curriculum that supports and reflects diversity and is responsive to and welcoming of families and the community. They are asked to analyze student work for evidence of learning and to use findings to improve subsequent lessons. Practicum students learn to create classroom environments that encourage children to take on increasing responsibility for completing tasks, organizing their time, and becoming active learners. Strategies are practiced to help children become self-reliant, to develop social skills, and to resolve conflicts. Practicum students must meet program expectations for the use of MA Curriculum Framework and student learning standards as well as district learning standards in their lesson unit planning.

A logical sequence through the practicum experience includes the following expectations:

- Teacher candidate learns the structure of the classroom to provide the foundation for becoming a full member of the teaching team.

- Teacher candidate conducts observations.

- After a period of intense observation, the teacher candidate assists in the classroom, as directed by supervising practitioner. As soon as the candidate and supervising practitioner decide it is appropriate, more responsibility is assumed, including leading class meetings, teaching small groups in content areas, and working with individual students. Candidates participate as active contributing members of the teaching team at daily and weekly meetings.

- Teacher candidate continues to take increased responsibilities for small and large group activities, handling transitions, planning and teaching a curriculum unit or project for the whole class according to program specific requirements.
By the end of the semester, the candidate plans and/or adapts curriculum, delivers effective instruction, and facilitates classroom management and operations demonstrating leadership in fulfilling the multiple roles of the teacher for a sustained period of time.

We look at the candidate's development in much the same way as we ask them to look at the students they teach. Just as students vary in how they progress through a given semester, so will candidates develop at different rates as they go through their practicum experience.
Role Of The Wheelock College Supervisor

Teacher candidates are supervised by a member of the Wheelock College faculty who serves as the link between the classroom placement and the college. The college supervisor and the supervising practitioner share responsibility for supporting the candidate's professional development. Supervisors observe the teacher candidate's work with children, families, key professionals and paraprofessionals with whom they work, and provide ongoing feedback and suggestions. In addition, the supervisor is a third party with whom the practicum student can process events. The supervisor helps the student teacher use classroom observation and college courses to sort out experiences and develop an emerging teaching style and philosophy.

Supervisors of undergraduate candidates make a minimum of five visits to the full-time placement, scheduling additional contact if needed, and they follow up in two-way conferences. With each visit the practicum student should assume increasing classroom responsibilities. A logical progression of visits might be:

- an initial visit to meet the supervising practitioner, set up goals, and become familiar with the site.
- an early visit when the student is assisting in the classroom, as directed by the supervising practitioner.
- one or two mid-way visits as the student takes on increasing responsibility for planning and implementing learning activities, which could include the curriculum unit or project.
- a final visit when the practicum student assumes more leadership responsibilities of the classroom teacher over a sustained period, according to program expectations.

Teacher candidates and supervising practitioners can expect the supervisor to provide information about:

- Guidebook to Field Experiences;
- 3-way conferences, the PPA form, and the Wheelock PPA addendum, including examples of candidate evidence (usually accompanying the first and final visit by the college supervisor);
- college and state licensure requirements;
- curriculum course assignments;
- the semester overview and calendar;
- teacher candidate responsibilities;
- college policies and expectations for the teacher candidate.

Although supervisors have their own styles and unique ways of carrying out semester plans, some general responsibilities of the supervisor are to:

1. Provide supervising practitioner with necessary information regarding practicum student's assignments and program expectations.
2. Provide supervising practitioner with all necessary forms and information regarding the program and procedures.
3. Provide opportunities for site supervisors to suggest program revisions and additions.
4. Observe the practicum student's work with children and other professionals in the school community.
5. Schedule three state-mandated conferences with the supervising practitioner, student teacher, and college supervisor; monitor the required initials and signatures on the state practicum report cover sheet and PPA sheets, and summary statement at close of the PPA.

6. Meet with the student teacher or supervising practitioner alone as often as necessary during the semester. (Supervising practitioners should feel free to call the supervisor with questions that arise regarding clarification of expectations or if help is needed in providing direction for the student teacher.) The Wheelock supervisor should share telephone numbers with the supervising practitioner. All Wheelock supervisors can be reached by email.

7. After co-signing with the supervising practitioner the complete PPA and Wheelock Addendum to the PPA, provide a copy to the student and return the original signed document to the Field Experience Office prior to or on the due date for submission of grades. The state PPA is a legal document that is required by the Massachusetts Department of Elementary and Secondary Education to verify students' successful completion of a practicum required for licensure.

8. Be responsible for awarding the final pass/fail grade for the student teaching practicum, and for submitting the completed practicum report form.

Please notify the FEO and the licensure officer early if there are concerns on the part of the supervisor or the supervising practitioner about a candidate's progress or performance of required responsibilities in the clinical placement. Policies and procedures described in the student handbook are followed when there are concerns.
The Internship Experience in Graduate Education Programs

Interns and Internships

Interns are teachers-in-training whose opportunities for learning, for assuming formal and informal school-based responsibilities, and for building relationships with the school, the supervising practitioner, and the children differ from those of candidates in a one-semester practicum. Interns typically spend an entire year in a single classroom learning to co-teach with a mentor teacher. They share classroom and teaching responsibilities with their mentors, including planning curriculum, implementing activities and lesson plans, assessing children's learning and communicating with families. As members of grade-level teams, they meet regularly with other teachers and staff members. They often attend faculty meetings, participate in school wide events for families, engage in professional development activities, and assist with before- or after-school activities, recess and lunchroom duties.

Many interns are paid by the site and therefore have responsibilities designated by the site. By virtue of their presence in the classroom from the first day of school until the close of the school year, interns are well positioned to develop deeper relationships with the children, their families, and with staff members, and become real assets to the school community. Often forming a cohort, interns widen their scope of learning by collaborating with fellow interns, visiting one another's classrooms, and reflecting on issues and processes in a common seminar.

Interns carry both the Wheelock College calendar and the calendar of the school system in which they are working and must therefore juggle the rhythms of two institutions, including different vacation schedules and different "stress points" (e.g., end-of-the-semester due dates for Wheelock course assignments or preparation for the MCAS in schools). Interns report that their experiences have been intense but "well worth it" because of the breadth and depth of their learning. Students who have done internships generally feel more confident and better prepared to assume responsibility for their own classrooms and to take on leadership roles in their new schools the following year. While most interns earn a stipend, in the long run, it is the quality of the experiences rather than the amount of the stipend that matters most.
Communication with the College During the Field Experience
Communicating With the College

The Wheelock Supervisor will contact the site at the beginning of the semester to set up an initial meeting with the practicum student and Supervising Practitioner and will set up follow-up meetings for later in the semester. Initial inquiries about a particular student or placement situation should be directed to the Wheelock Supervisor. If a concern involves the Wheelock Supervisor, the Field Experience Office should be notified.

During the practicum placement or internship there may be instances where problems or questions arise. Any questions or issues should be addressed (i.e., before they escalate) through communications with the parties involved and using formal or informal problem solving strategies. The Wheelock Supervisor should be contacted and appraised of any problematic situations involving the practicum student. The Field Experience Office should also be notified immediately of any concern about the site, the candidate or the supervising practitioner.

If a situation requires immediate attention and the Wheelock supervisor is not available, sites can contact the Assistant Director of Field Experience, the Chair of the Program, the Director of Field Experience, or the Associate Dean for Education. Please refer to the following list for specific contact information.

Wheelock College Contacts

School Of Education, Social Work, Child Life And Family Studies
Donna McKibbens, Associate Dean for Education is also the licensure officer for education and the contact person for the Massachusetts Department of Elementary and Secondary Education
dmckibbens@wheelock.edu

Education Unit Department Chairs
Cheryl Render-Brown, Chair, Early Childhood Department cbrown@wheelock.edu
Lowry Hemphill, Chair, Language and Literacy Department lhemphill@wheelock.edu
Felicity Crawford, Chair, Special Education Department fcrawford@wheelock.edu
Karen Worth, Chair, Elementary Department kworth@wheelock.edu

Field Experience Office
Paul Akoury, Assistant Director pakoury@wheelock.edu
Christina Jache, Field Experience Coordinator cjache@wheelock.edu

Other Offices Supporting Education Students
Michelle Ormerod, College Registrar mormerod@wheelock.edu
Paul Hastings, Associate Dean for Student Success phastings@wheelock.edu
Michael Driscolo, Student Financial Services mdiscolo@wheelock.edu
Assessment and Evaluation
CONFERENCES AND EVALUATION

Conferences between the supervising practitioner and the student teacher are fundamental to a meaningful working relationship. They provide the teacher candidate with the chance to express feelings, ideas and questions regarding classroom procedures, educational theory and the teaching experience. They help the supervising practitioner gain a sense of the student teacher's perspective regarding children and the classroom. The student teacher might need help analyzing children's needs, articulating concerns, analyzing goals and achievements and evaluating her/his performance. The supervising practitioner plays a vital role in providing the supportive understanding and encouragement that a student teacher needs to achieve confidence as a competent professional.

It is essential that the supervising practitioner and student teacher meet regularly each week for meaningful evaluation and planning time. If time is not available during or immediately after school, arrangements could be made for a telephone conversation.

Student teachers achieve the greatest growth when they are provided ongoing and continuous evaluation of their work in the classroom. Specific feedback is important, as are encouragement and support for the student teacher's efforts and achievements. In accordance with state licensing regulations, the supervising practitioner, student teacher and college supervisor all participate in three, three-way conferences. These conferences should occur at the beginning, middle, and end of the practicum experience. The supervising practitioner and college supervisor are equal partners in the certification sign-off at the semester's end in those practica where students are seeking state licensure.

In addition to the ongoing evaluation and feedback that is given individually to the teacher candidate by the supervising practitioner and college supervisor, and that is provided through participation in the state-mandated three-way practicum conferencing, the college supervisor and the supervising practitioner will respond to the ongoing documentation of evidence by the candidate using the Preservice Performance Assessment (PPA) and Wheelock College Addendum to the PPA (see link in Appendix A). The PPA is used at each three-way conference and is signed by all participants at the final meeting. The Wheelock Addendum to the PPA is completed by the Wheelock supervisor at or following the final 3-way conference, using evidence from the PPA as well as related feedback and collaborative discussion of the Addendum categories from the supervising practitioner.

If a student is not making sufficient progress at any point, the Field Experience Office and the College Supervisor are to be notified immediately.
Appendices

A. Preservice Performance Assessment and Wheelock Addendum to the PPA (online link to a fillable PDF document)

B. Policies and Procedures

C. Voucher Policy

D. Protocol for Addressing Field Site Harassment or Discrimination and Ethical Concerns at a Field Site

E. College Resources

F. Professional Standards (online link on p. 46)

G. Wheelock College MTEL Policy (online link on p. 46)
Appendix A: Preservice Performance Assessment and Wheelock PPA Addendum Links

- MA Department of Elementary and Secondary Education Preservice Performance Assessment (PPA) is found at: www.doe.mass.edu/edprep/ppa_form.pdf.
- The PPA Guidelines are found at: www.doe.mass.edu/edprep/ppa_guidelines.pdf.
- The Wheelock College PPA Addendum to the PPA is found under "Education Programs" at: http://www.wheelock.edu/Documents/FEO/Wheelock_Addendum_to_the_PPA.pdf
Appendix B: Policies and Procedures

Wheelock faculty and administrators have worked with site personnel over the years to establish general policies and procedures to help structure the practicum and internship experience.

Standards for Entering a Pre-practicum, Practicum or Internship

A. Undergraduate Students

Wheelock College has set high standards for students entering the undergraduate professional preparation programs in teaching, child life, and social work. Before students may take a pre-practicum, practicum or internship, the total record of a student will be reviewed. Students’ ability to work independently and their readiness to enter a practicum are assessed in pre-practicum field courses. Fieldwork is monitored through specific course assignments, including but not limited to observations, interviews, logs, journals, and oral reports. On-site personnel write student evaluations, which are kept on file in the Office of Academic Advising and Academic Assistance. In addition, student self-evaluations are used to assess student progress in a sequence of field work components and accompanying courses. For example, the undergraduate sequence includes two semesters of human growth and development coursework with field components both semesters, and also includes public school classroom experience connected to a reading and literacy course through which students observe and then teach and conduct assessments related to reading competency.

To enter a pre-practicum or practicum, a student must

- successfully complete pre-practicum or internship fieldwork courses by earning a grade of "C" or higher or a grade of "P" in pass/fail fieldwork courses,
- successfully complete sixty-seven credit hours of course work,
- pass the MTEL Communications and Literacy Test (Reading and Writing subtests), if the tests are required for the student’s professional major; pass the WLCE,
- successfully complete the Human Growth and Development I and Human Growth and Development II (HGD) courses by earning a grade of “C” or higher.
- Transfer students may not enter a practicum until they have successfully completed one sixteen-credit-hour semester and have earned sixty-seven credit hours of course work. Undergraduate transfer students must also pass the Literacy and Communication subtest of the MTEL early in the semester.

A student usually may not register for more than sixteen credit hours during a practicum semester. An undergraduate student must petition the Scholastic Review Board for permission to register for more than sixteen credit hours during a practicum semester.

Each practicum has specific pre-requisite criteria. Students should confer with their advisors and refer to the course offerings catalog for entrance criteria for specific practica. Unless approved in advance by the appropriate division Dean, there are no exceptions to these criteria.

B. Graduate Teacher Candidate Programs

Candidates must be admitted into a graduate program for at least one semester prior to the semester in which they wish to begin their first practicum or internship, unless they hold a
teaching license. Full-time graduate students should consult with the Field Experience Office as soon as they are admitted to discuss placement options.

Part-time graduate students should meet with the Field Experience staff early in the semester before they plan to begin a pre-practicum, practicum or internship. Deadlines for graduate students to register for practica can be obtained from the student's academic advisor.

Graduate students should consult with their advisors to determine which courses and field based pre-practica are required to enter different practica. Only matriculated graduate students may take a practicum or internship. A graduate student on academic probation may not enter a practicum or internship.

- Graduate students interested in paid yearlong internships, which begin in September, must contact the Field Experience Office the preceding spring semester.

Incomplete Grades before Entering a Pre-practicum, Practicum or Internship
Students may not have unresolved incomplete grades prior to entering or continuing a practicum. Any exception to this policy must be approved by the Scholastic Review Board or the Graduate Review Board.

Health Requirements in Pre-practicum, Practicum and Internships
Physical examinations and tuberculin tests may be required for students in practica working with children. Students should check with their school districts about health requirements.

Graduate Location Waivers
All graduate students complete practica in settings that are cultivated by Wheelock's Field Experience Office in collaboration with the Faculty. On occasion, a graduate student requests a work site that is not currently approved by the Field Experience Office and the Education faculty. The student must request permission from his/her Academic Advisor, Chair of the Department, Dean of the program, and Director of Field Experience. Please note that approval of such requests is contingent upon a number of factors, such as meeting Wheelock requirements for practicum sites, documented medical conditions, and the academic appropriateness of the setting and staffing considerations. It is the responsibility of the requesting student to complete a Location Waiver Form by March 1st for the upcoming Fall semester and October 1st for the following spring semester. All appropriate signatures must be obtained before the form is submitted to the appropriate Dean. Waiver forms are available in the Field Experience Office.
Attendance at Pre-practicum, Practicum and Internship
Teacher candidates are expected to work in a professional manner. They are expected to be at their site every day that they are scheduled for their pre-practicum or internship. Candidates will be excused only for reasons of illness and extenuating family circumstances. It is imperative that the student inform the supervising practitioner before the day begins if she/he must be absent. The college supervisor must be notified that day. A candidate who does not follow this procedure is subject to failing. Candidates are responsible for working out a plan with the site supervisor and the college supervisor for making up missed days. Under no conditions will a student be dismissed early from their site for college holiday reasons. Any absence must be made up. Absences may result in removal from the practicum or internship.

Off-Premise Activities
Teacher candidates may not take full responsibility for students, patients or clients on off-premise outings and must be accompanied by a representative of the cooperating institution.

Policy on Student Injuries
If injured at a practicum site, teacher candidates should follow any injury report system in effect at the site. In addition candidates should give the Field Experience Office a copy of the incident report.

Policy on Work Stoppages
In the event that a strike or work stoppage occurs during the student’s internship, the candidates will be contacted with specific instructions by the Associate Dean of Education or the Director of Field Experience.

Policy on Internship Core Courses
Teacher candidates are expected to attend all sessions of the practicum and internship core courses. A student who misses more than two sessions of a 4 credit core course or more than one session of the seminar course may receive a failing grade. It is the student's responsibility to inform the supervisor if s/he is ill or has an emergency and must miss class.
Policy on Substitute Teaching Undergraduates

Throughout the duration of their practicum, teacher candidates are not permitted to serve as a substitute teacher during a supervising practitioner's absence from school. Near the end of the semester, teacher candidates assume teaching responsibility for a leadership week. However, Wheelock requires that a supervising practitioner or a legal substitute be present in the school building during this time. Undergraduate teacher candidates should never be factored into the teacher-child ratio in a school site.

Graduates
Graduate teacher candidates may substitute teach on occasion with the permission of their supervising practitioner and Wheelock supervisor. Graduate interns in paid, co-teacher, full school year positions may be included in the teacher-child ratio at a school site. They are employees who often hold a Provisional or Initial Teacher License.

Procedures for Placement Changes
In unusual circumstances where there is a situation between the candidate and the placement that cannot be resolved, these procedures should be followed:

- Wheelock supervisor alerts Field Experience Office, discusses current and past situations and possible options for change.
- As soon as possible, the Licensure Officer is notified by the Field Experience Office.
- Options are presented to the candidate by the Wheelock supervisor and Field Experience Office.
- The Wheelock supervisor and/or Field Experience Office, as appropriate, inform the school and site supervisor, and arrange for the termination or transition timetable.
- The Field Experience Office seeks and secures a new placement.
- The Field Experience Office sends a thank you letter to the site supervisor.
- The Field Experience Office sends appropriate materials to the new site.
- The Field Experience Office works with the Department Chair to assign a new college supervisor, if needed.
Withdrawning From a Practicum or Internship

A student who withdraws from a practicum for any reason, other than health or extraordinary circumstances, at any time during the semester will automatically receive a failing grade of "F."

A student may withdraw from a practicum or internship for health considerations or extraordinary circumstances if, and only if, the student was performing satisfactorily at the time of the withdrawal and obtains the approval of the Scholastic Review Board (for undergraduate students) or of the Graduate Review Board (for graduate students).

To request withdrawal from a practicum or an internship for health considerations, a student must submit the following documents:

- a written petition describing the health considerations.
- a written statement from the student's College supervisor stating that the student was performing satisfactorily at the time of withdrawal.
- written statement from a medical or mental health professional describing the student's health considerations and explaining the reason(s) for the student's inability to satisfy all the requirements of the practicum or internship.

If a student is not able to satisfy the requirements of a practicum or an internship, the following procedures must be followed:

- The student and the student's College supervisor must meet to discuss the student's performance.
- The student's College supervisor will prepare and deliver to the student a written evaluation of the student's performance, summarizing all areas in need of improvement and establishing goals to accomplish this.
- If the student does not satisfy the established goals, the student's College supervisor will inform the Department Chair, the Dean of the respective School, and the Director of Field Experience.
- The division Dean will meet with the student's College supervisor and any other interested parties to discuss alternative courses of action.
- The division Dean will inform the student of the prescribed course of action.

If the prescribed course of action is the student's withdrawal from the practicum or internship, the student will receive a failing grade of "F."

If a student is placed on academic probation or is dismissed from the College for academic reasons, the student must immediately withdraw from the practicum or internship.
Reinstatement in a Practicum or Internship

A. Undergraduate Students

An undergraduate student who has failed a practicum or internship may request reinstatement in a practicum or internship by:

- completing a Request for Continuance form (available in the Office of the Registrar).
- submitting documentation to support his or her reinstatement in a practicum or internship; and submitting the completed form and all supporting documentation to the Scholastic Review Board by October 1st, if the student wishes to enter a practicum or internship in the spring semester, and by March 15th, if the student wishes to enter a practicum or internship in the succeeding fall semester.

The Scholastic Review Board will notify the student of its decision in writing. Any student who voluntarily withdraws from a practicum or internship for health considerations must complete the above steps and also submit documentation that the health considerations have been resolved or that the student may fulfill the requirements of the practicum or internship with reasonable accommodations.

B. Graduate Students

A graduate student who has failed a practicum or internship may request reinstatement in a practicum or internship by:

- completing a Request for Reinstatement in a Practicum or Internship form (available from the Office of Academic Advising, or in the Portal).
- collecting documentation (e.g., written references) to support his or her reinstatement in a practicum or internship.
- submitting the completed form and all supporting documentation to the Graduate Review Board at least one semester prior to the requested semester for reinstatement.

A graduate student who voluntarily withdraws from a practicum or internship for health considerations must complete the above steps and also submit documentation that the health considerations have been resolved or that the student may fulfill the requirements of the practicum or internship with reasonable accommodations.
Egregious Behavior at a Placement

Some behavior is so egregious that it will result in immediate termination from a placement. Such behavior includes, but is not limited to, inflicting or threatening to inflict injury to a client, agency staff member, or other person related to the performance of professional duties; abusing controlled substances or alcohol; becoming sexually involved with clients or site personnel; or engaging in illegal activities, which reflect upon the student's ability to perform professionally and which reflect negatively upon the profession.

CORI (Criminal Offender Record Inquiry) and Other Background Checks

Massachusetts requires certain agencies serving children and the elderly to conduct a Criminal Offender Record Inquiry (CORI) background check on all volunteers and staff. The Department of Early Education and Care also requires a DSS (Department of Social Services) background check in addition to the CORI. Also, a few agencies require a SORI (Sexual Offender Record Inquiry) check. These checks are aimed at protecting the very young and the old from exposure to abuse by those who have a history of doing so. Students should be aware that schools, community service agencies, and other placement sites will most likely do a CORI, DSS and sometimes a SORI background check on everyone working and volunteering at their site.
Student Employment at Placement Sites

At Wheelock College field experiences are central to a student's professional preparation and development. To this end, the College conducts "Academically Approved Placements," a collection of practicum, internship, field placements and other off-campus learning programs. Through its Academically Approved Placements, the College endeavors to place students in educationally suitable positions, or "placement sites," at various public and private institutions and at other locations.

On occasion, placement sites hire students to perform work outside of an Academically Approved Placement and beyond the College's oversight or control. Wheelock College expresses no opinion and makes no representation, either explicit or implicit, that a student is qualified to perform work at a placement site outside of an Academically Approved Placement.

The College assumes no responsibility for providing insurance for students against harm suffered, or for liability incurred as a result of employment outside of an Academically Approved Placement. Such insurance and any liability resulting from such employment is the responsibility of the student and the employer. The College reserves the right to change a student's placement if, in the College's opinion and in its sole discretion, it determines that a student's outside employment at a placement site interferes with or compromises the educational goals of the Academically Approved Placement.

The College is providing a copy of this policy and a "Student Employer Acknowledgment and Release" form to each placement site. Students seeking employment outside the scope of an Academically Approved Placement are responsible for obtaining a signed acknowledgment and release form from the placement site and returning it to the Field Experience Office. In the event that a student is hired, the student must also sign the Acknowledgement and Release agreeing to this policy. Students under the age of 18 must provide the College with an acknowledgment and release signed by their parents or legal guardians. These acknowledgments and releases will be placed in their permanent records in the Registrar's Office.
Appendix C: Voucher Policy

In appreciation for the learning experiences provided to our practicum students, Wheelock College issues one voucher per student to each supervising practitioner to complete a 3, 4, 5, or 6 credit practicum. Supervising practitioners may use their voucher for any course or institute taking place on campus or at other locations.

1. Vouchers are sent directly to the supervising practitioner or site supervisor. If not used by the supervising practitioner, vouchers may be used by other site personnel; however, they may not be transferred to persons employed at any other site nor to a part or full-time student who is matriculated at Wheelock College. Vouchers may only be used by persons able to demonstrate current employment at the practicum site to which the voucher was issued. The voucher must be signed by a member of the administrative staff to validate it for registration. Be prepared to show proof of employment.

2. Vouchers are valid for one calendar year immediately following the semester in which the Wheelock College student was placed at the practicum site. There are no extensions. No more than one voucher may be used per semester by any individual.

3. Individuals not enrolled in a degree program may use vouchers for up to four undergraduate or two graduate courses. Non-matriculated graduate students may apply for the status of lifelong learner and continue to register for graduate courses.

4. Vouchers may be used only once for one graduate or undergraduate course, regardless of the credits assigned to the course (1, 2 or 3 credits). Vouchers may not be used for field courses, practica or independent study. The voucher will be honored when presented for registration accompanied by a registration fee.

5. Vouchers are issued to supervising practitioners who host full-time or part-time practicums only. The College does not issue vouchers for hosting Undergraduate elementary pre-practicums.

6. Wheelock College reserves the right to cancel courses with insufficient enrollment. In the event of cancellation, course vouchers will be reissued to the practicum site for the following semester only. No other exceptions will be entertained.

7. A bachelor’s degree is required for graduate registration.

8. Persons using a voucher will be responsible for payment of a registration fee. We are not able to extend vouchers or reissue lost ones. We advise you to treat the voucher as you would a check and put it in a safe and retrievable spot.

Registration policies, procedures and class schedules are in the College Catalog or posted online by the Office of Academic Records and Registration at http://www.wheelock.edu/academics/academic-records-and-registration

For more information on using a voucher, please reference: http://www.wheelock.edu/Documents/FEO/voucherpolicyguide.pdf
Appendix D: Policy And Protocol For Addressing Field Site Harassment Or Discrimination And Ethical Concerns

Introduction

It is the goal of Wheelock College to promote learning environments that are free of harassment and/or discrimination with regard to age, sex, maternity, race, national origin, sexual orientation, religion, handicap or disability, or other prohibited criteria. Harassment and/or discrimination of students occurring in field experience sites or in other settings in which students may find themselves in connection with their studies is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about harassment and/or discrimination or retaliation against individuals for cooperating with an investigation of a harassment and/or discrimination complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing learning environments free from harassment and/or discrimination, the conduct that is described in this policy will not be tolerated, and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by students.

Because Wheelock College takes ethical concerns and allegations of harassment and discrimination seriously, we will respond promptly to concerns and complaints of harassment and discrimination. Where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary. Please note that while this policy sets forth our goals of promoting a workplace that is free of harassment and discrimination, the policy is not designed or intended to limit our authority to discipline or take remedial action for field experience site conduct that we deem unacceptable, regardless of whether the conduct satisfies the definition of harassment or discrimination.

Definitions

1. "Harassment" occurs when conduct of a person or persons has the purpose or effect of interfering with an individual's educational experience or work performance, or creates and intimidating, hostile, or offensive employment, educational or living environment.

2. "Sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:
   a. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,
   b. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, pro motions, increased benefits, or continued employment constitutes sexual harassment. The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment. While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct that if unwelcome, may constitute sexual harassment, depending upon the
totality of the circumstances, including the severity of the conduct and its pervasiveness:

1. Unwelcome sexual advances -- whether they involve physical touching or not;
2. Sexual epithets, jokes, written or oral references to sexual conduct; gossip regarding one's sex life; comment on an individual's body; comment about an individual's sexual activity, deficiencies, or prowess;
3. Displaying sexually suggestive objects, pictures, cartoons;
4. Unwelcome leering, whistling, brushing against the body, sexual gestures;
5. Suggestive or insulting comments;
6. Inquiries into one's sexual experiences; and,
7. Discussion of one's sexual activities.

3. "Discrimination" means to make an illegal distinction in treatment of or to adversely affect one's status as an employee or student based on age, gender, maternity, race, national origin, sexual orientation, religion, handicap or disability, or other prohibited criteria.

Procedure
Should ethical concerns or incidents of harassment and/or discrimination occur at a field placement site, the following protocol should be followed:

I. Student

A. Upon experiencing an ethical concern or a potential site-based harassment and/or discrimination, the student is expected to do the following:

1. Discuss the problem with their Wheelock supervisor or course instructor, as well as the Supervising Practitioner. Both are always the first two persons to be told about the concern and/or problem. The student may choose either one as the first person to consult.

   However, the student must notify the other supervisor within seven (7) days. In the event where the Site Supervising Practitioner is suspected of unethical behavior, the Wheelock Faculty Supervisor automatically becomes the first person to be consulted.

2. Ask the Site Supervising Practitioner or other appropriate personnel at the site (i.e., director or principal) if the school, center, or program has a written personnel or ethical grievance procedure. If so, the student is expected to follow the agency's procedures.
   a. Inform the Wheelock Supervisor or course instructor of the site personnel ethics, harassment and/or discrimination grievance procedure.

3. Write an incident report. The report must include data related to:
   a. when, where, and under what circumstances the incident occurred
   b. who was involved
   c. what the ethical concern, harassment and/or discrimination is
   d. what the implications and dilemmas may be
   e. what, if anything, has already been done in reference to this problem
   f. the student's own ideas and suggestions about how this problem should be
approached

4. Submit identical copies of the report to both the Wheelock Site Supervisor and the Site Supervising Practitioner.

5. Understand that neither Wheelock College nor the agency can guarantee complete student confidentiality because of the profession's requirement to act on ethical concerns, harassment and/or discrimination problems.

6. Refrain from sharing the problem with agency personnel, at least initially, except for the Site Supervising Practitioner.

B. In the event that it is the Supervising Practitioner who is suspected of unethical behavior, harassment and/or discrimination, and the site does not have an ethical or grievance procedure, the student will proceed with the following steps:

1. Inform the Wheelock Supervisor or course instructor, who will in turn inform the Director of Field Experience.

2. Consult relevant literature on professional standards and ethical decision making, and seek additional consultation from one or more of the following: agency-based, school-based, or professional organization-based standards committee, the profession's regulatory body (such as DESE), knowledgeable colleagues, other agency supervisors, or legal counsel.

3. Take action after discussion with the Wheelock Supervisor or course instructor and Director of Field Experience.

C. Notify the Wheelock Supervisor or course instructor and Director of Field Experience of the action and outcome of the grievance. In the event that the student is dissatisfied with the way the Wheelock Supervisor or course instructor is addressing his or her concerns, the student will go directly to the Director of Field Experience and, if necessary, to the Chair of the Program.

II. Site Supervising Practitioner

A. Hold an initial discussion with the student about the incident.

B. Contact the Wheelock Faculty Supervisor or course instructor and hold a three-way conference to decide what to do.

C. Make available to the student a copy of the site procedures.

D. Read the student's incident report.

E. Support the student's effort to utilize resources and take appropriate action.
III. Wheelock Supervisor or Course Instructor

A. Hold an initial discussion with the student about the incident.
B. Contact the Site Supervisor and hold a three-way conference to decide what to do.
C. Send a copy of the site procedures to the Director of Field Experience.
D. Read the student’s ethical incident report and forward a copy to the Director of Field Experience.
E. Support the student’s effort to utilize resources and take appropriate action.
F. Encourage the student to bring up the issue in the Field Seminar. (No names of agency staff should be used.)
G. Consult with the Director of Field Experience about the appropriateness of keeping the student at the practicum site.

IV. Director of Field Experience

A. Will be informed, by any of the parties involved, of the ethical concern or potential harassment/discrimination within seven (7) days of the student learning of it.
B. Consult with the Wheelock Supervisor or course instructor to determine what, if anything, has already been done to address the issue and whether the student is satisfied with the results of the initial consultation with the Wheelock supervisor and Site, i.e., that it was not an ethical problem, or that the site is already aware of it and is taking action.
C. Consult with the Program Chair, who will, in turn, discuss the issue with the appropriate Dean if the problem is not being addressed, or if the student and/or the Wheelock Supervisor/course instructor are dissatisfied with how the issue is being handled.

V. Chair of the Program

A. Consult with the appropriate Dean
B. Develop a plan for addressing the concern.

VI. The Dean

A. Contact the director of the site regarding the concern, when appropriate.
B. Maintain communication with the Vice-President for Academic Affairs/Provost and the College’s attorney regarding further actions that might be taken.
E. Additional College Resources for Educator Candidates, Supervising Practitioners and Wheelock Supervisors

The Earl Center for Learning and Innovation
Phone: (617) 879-2143
Location: 180 Riverway, Boston, MA 02215

For information, please visit the Earl Center for Learning and Innovation website: http://www.wheelock.edu/library/earl-center

The Wheelock College Library
Phone: (617) 879-2220
Location: 132 Riverway, Boston, MA 02215

For information, please visit the Wheelock College Library website: http://www.wheelock.edu/library

Center For Career And Professional Development
Email: ccd@wheelock.edu
Web: http://www.wheelock.edu/ccd/

Students' experiences in the field beginning in their first semester of enrollment create a unique opportunity for the Center for Career Development (CCD) staff to collaborate with supervising practitioners, employers, faculty, and the Field Experience staff to provide guidance and support to students at each step of their career development process. As a result, students are well-prepared for the job search process, have an understanding of the job market, and are successful in finding a job that matches their interests. Wheelock graduates obtain employment in fields including early childhood, elementary education, health care, and human service fields.

The CCD provides numerous services and resources to assist undergraduate and graduate students with post-graduation plans, including employment and graduate school. Alumni may also access services and resources at any stage of their professional development. Services and resources include career counseling, resume review, and mock interviews. The CCD maintains a web site which provides 24 hour access to career resources, including job listings and sample resumes/cover letters. (Visit http://www.wheelock.edu/ccd/).

The office also houses a collection of career reference materials, including directories of public and private schools, health care and special needs facilities, and social service agencies. The CCD staff encourages students to network with their supervising practitioners as a strategy to learn additional information about the field and to obtain suggestions regarding effective job search strategies and resources.

The CCD staff invites supervising practitioners to participate in career panels designed to inform students about job market trends and the job search process and to submit job vacancies for posting on the CCD website.
The Wheelock Family Theatre
Phone: (617) 879-2147; TTY for the deaf: (617) 731-4426
Location: 180 Riverway, Boston, MA 02215
Web: http://www.wheelock.edu/wft/wft.htm

The Wheelock Family Theatre (WFT) was founded in 1981 to meet a community need for affordable professional theatre. WFT calls itself a family theatre because it produces family-oriented modern drama, children's classics, musicals and original work. Three productions are staged each season, with public performances held on weekends and matinees during the school day for students and community groups. Nearly half a million young people and adults have attended WFT since 1981. Thousands of children experience live theatre for the first time at WFT.

WFT has a national reputation for pioneering work in nontraditional casting; consistently casting people of different cultures, races, and ages in its shows to reflect the diversity of WFT audiences and society at large. The Theatre is also nationally known for its commitment to accessibility. Ticket prices are kept as low as possible and no one is ever turned away for lack of money. Every production includes performances interpreted in American Sign Language, and WFT was the first theatre in New England to provide live audio scripted descriptions for blind patrons. The Theatre is wheelchair accessible.

Education is a key element of WFT’s mission and since 1983, WFT’s Education Program has been providing Boston-area children with theatre-based learning experiences that help them grow to be inquisitive, reflective, compassionate, and contributing members of society. WFT’s Education Program includes: classes, vacation week institutes, and a four-week summer program; partnerships with local schools and community groups; a popular student matinee series; and PAH! Deaf Youth Theatre, which has provided theatre training and skill building experiences for nearly 100 deaf teenagers since its inception in 1994.

WFT often finds it possible to offer our cooperating personnel passes to a production, thus helping us provide one more way of saying “thank you” for working with Wheelock student teachers and being such an important part of their professional training.
Appendix F: Professional Standards

Wheelock College is accredited by the National Council for Accreditation of Teacher Education (NCATE). At Wheelock College, programs that fully prepare educators for work with children or youth in PreK-12 school and early education settings, are reviewed and recognized by the appropriate national associations selected by NCATE. These websites for the national agencies are listed for your use.

The faculty in each department utilize the NCATE Professional Standards, Wheelock Education Standards, and state as well as national specialized association standards. All departments design key assessments that are aligned with the national, state, and institutional standards. The College mission and national standards and all full preparation programs use the MA Preservice Performance Assessment (PPA) for practica and the Wheelock Addendum to the PPA.

National Council for Accreditation of Teacher Education (NCATE) www.ncate.org

Association of Childhood Education International (ACEI- Elementary) www.acei.org

Council for Exceptional Children (CEC) www.cec.sped.org

International Reading Associate (IRA) www.reading.org

National Association of Education of Young Children (NAEYC) http://www.naeyc.org/faculty/college.asp

Wheelock College Education standards for educator preparation are found online at http://www.wheelock.edu/academics/undergraduate/majors/wheelock-college-standards-for-teachers

Massachusetts Professional Standards for Teachers and Administrators are found at http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08

The MA professional Standards for Teachers provide the basis for the Preservice Performance Assessment (PPA).

Appendix G. Wheelock College MTEL Policy

http://www.wheelock.edu/academics/mtel
Click the Academics Tab, and then "MTEL"