

UNIVERSITY
OF MIAMI



**TEACHER EDUCATION PROGRAMS
FIELD EXPERIENCE HANDBOOK**

15-16
ACADEMIC YEAR

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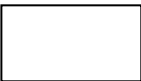
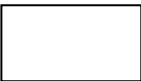

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SECTION 1


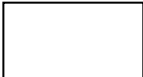
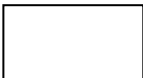
Field Experience: Introduction & Overview

Field experiences are an integral part of Teacher Education Programs at the University of Miami. Students are provided with meaningful, diverse, and varied field experiences on a consistent basis during their program of studies. The majority of upper-level courses include a field experience requirement. The number of hours you must complete vary depending on individual course requirements.

Field Experience Checklist

	Step One	<p>Get Fingerprinted</p> <p>Go to the M-DCPS Fingerprinting Office located at: Address: 1500 Biscayne Boulevard, Suite 141-R, Miami, FL 33132 Phone: 305-995-7472 Hours: Monday-Friday 7:00 am – 4:00 pm</p> <p>You will need:</p> <ul style="list-style-type: none"> • A valid ID (e.g., license, passport, Florida ID) • Social Security Card for U.S. students OR passport for international students • \$99 Money Order ONLY made payable to “School Board of Miami-Dade Fingerprinting” • Service Provider Input Document
	Step Two	<p>Get Your Field Experience Placement</p> <ul style="list-style-type: none"> • Attend the Field Experience Orientation (first time only). 1. You will be e-mailed with your Placement Information at the beginning of the semester.
	Step Three	<p>Get Your M-DCPS Security Clearance Card</p> <ul style="list-style-type: none"> • Approximately 10 business days AFTER being fingerprinted, see your academic advisor to pick up your M-DCPS Security Clearance Card. This card will be valid throughout your program of study. • Bring this document with you each time you go to your Field Experience.
	Step Four	<p>Contact Your School</p> <ul style="list-style-type: none"> • Plan to start your field experience by the second or third week of the semester. Visit the school’s main office and introduce yourself. The Office of Teacher Preparation and Accreditation will notify you if there is an orientation you need to attend.

FIELD EXPERIENCE HANDBOOK

		<ul style="list-style-type: none"> • Set a time with your mentor teacher when you will be at the school site to complete required hours. • If you need further assistance, contact Mr. Donner Valle at (305-284-2425) or dvalle@miami.edu
	Step Five	<p>Print Out Field Experience Forms and Bring Them with You to Your School</p> <ol style="list-style-type: none"> 1. Field Experience Contract 2. Field Experience Student Attendance Record 3. Field Experience Evaluation Report
	Step Six	<p>Go to Your School</p> <ul style="list-style-type: none"> • Bring Field Experience forms to your Mentor Teacher. • The Mentor Teacher should fill out the Contract and sign the Student Attendance Record daily. • Bring your Fingerprinting Clearance Card daily.
	Step Seven	<p>Submit Documents</p> <ul style="list-style-type: none"> • Upon the completion of your Field Experience: <ol style="list-style-type: none"> 1. Submit a copy to Mr. Donner Valle in MB 309 2. Submit a copy to your professor 3. Retain a copy for your records 4. Scan and upload all your documents to LiveText. They will come in handy as you complete your Teacher Preparation e-Portfolio.

SECTION 2

Fingerprinting

Fingerprinting Procedures

- School districts in the State of Florida require a criminal background check for field placement of students and interns. Fingerprinting and criminal background check procedures are at the student's expense. Students with felony arrests may wish to consider these requirements carefully, and if necessary, seek advice from an advisor in the School of Education & Human Development before enrolling in courses with field experience requirements.
- THE LAW: Under provisions of the Jessica Lunsford Act passed during the 2005 Legislative Session, school districts are required to conduct background screenings on instructional and non-instructional personnel and contractors who have direct contact with students or have access to school grounds when children are present. Section 1012.465, Florida Statutes.
 - ◊ Every field experience student entering a M-DCPS classroom, and/or private or parochial school setting must be fingerprinted.
 - ◊ You are advised to complete the fingerprinting requirement in TAL 103. You must complete this requirement before enrolling in any TAL course at the 300 level or above.
- **There is only one place in Miami-Dade County where you may complete the fingerprinting process:**
 - Miami Dade County Public Schools – Main Office
1500 Biscayne Blvd, Suite 115, Miami, FL 33132
- You can take the Metrorail to the Government Center Station and then take the MetroMover to the School Board Station. The School Board Building is across the street from the Station.
- You will need the following documents:
 - a current official picture identification,
 - a Social Security Card,
 - the Service Provider Input Document
 - a \$99.00 money order payable to the "School Board Miami-Dade Fingerprinting." A money order can be obtained at any post office, including the one on the UM campus, or at any CVS store.
- **International students** must bring their passport and a \$99.00 money order payable to the "School Board Miami-Dade Fingerprinting."
- Results will be sent to the Office of Teacher Preparation & Accreditation in the SOEHD.

Time Frame for Fingerprinting

- We should have approval within 10 business days of your fingerprinting.
- You may not enter a classroom until you have been cleared. (But you still may attend orientations at the school site, if required.)
- You will receive an approved M-DCPS Security Clearance Card that you will be required to present to your assigned school.
- Your M-DCPS Security Clearance Card should be picked up in the Office of Undergraduate Academic Services (MB 312).

Fingerprinting "Issues"

- At times there are students who are "not cleared" when fingerprinted. You would receive a letter from M-DCPS stating the reason for denial.
- You will be required to write a letter of explanation to the M-DCPS Office of Professional Standards to address issues identified by the clearance process.

SECTION 3

Placement

The Office of Teacher Preparation and Accreditation takes into account multiple factors in determining your placement. Many variables play a role in each placement to insure you are able to complete field based assignments and critical tasks. The most important factor is matching your field experience placement with your course(s) needs. For example, if you are taking an ESOL course you will be placed in a school that has a high percentage of ESOL students. Moreover, all students will be placed in multiple diverse settings and not placed at the same school twice.

- We strive to take every situation into account when making decisions about field placement. We try to place students that do not have a car at schools close to their homes, close to campus, and/or close to public transportation.
- We place cluster groups of students at the same school to encourage learning communities and carpooling.
- We work closely with the Department of Music Education at the Phillip and Patricia Frost School of Music. Placement in a music setting will be made, if appropriate, based on TAL course content and requirements.
- Some schools hold an orientation for field experience students. You will be advised via email of the date and time of the orientation and attendance is mandatory. If you have a conflict with your class schedule, you are advised to consult with course instructor.
 - You may go to the orientation if your fingerprinting is not yet complete. However, you may **NOT** report to a classroom until your fingerprints have been cleared and you have received your M-DCPS Security Clearance Card.
- When you report to the school's main office, identify yourself, and ask to meet with the field experience contact person and/or an assistant principal. If neither is available, **please ask to report to the classroom of your assigned teacher.**
 - The following documents have to be returned to the Office of Teacher Preparation & Accreditation:
 - Field Experience Contract
 - Field Experience Student Attendance Record
 - Field Experience Evaluation Report
 - Make copies of all of the above documents for your records. A copy should be submitted to the Office of Teacher Preparation & Accreditation upon completion of each field experience.
 - Scan and upload all your documents to LiveText! They will come in handy as you complete your Teacher Preparation e-Portfolio.

Final notes on placement

- Schools are notified via e-mail with a list of names of students who will be completing field experiences.
- Return the Field Experience Contract, the Field Experience Student Attendance Record, and the Field Experience Evaluation Report to the Office of Teacher Preparation Programs & Accreditation
- The Field Experience Contract should be turned in within the first two weeks of beginning your field experience.
- Please remember that you are a guest at each school site and represent the University of Miami and the School of Education and Human Development.
- Field Experience Placements should begin as soon as you have your M-DCPS Security Clearance Card. If you wait until the middle of the semester, the school has the prerogative to deny you access to the school.

Issues with placements

- Placements are final. Only under exceptional circumstances will a change of placement be considered. Please make your request via e-mail to Mr. Donner Valle, dvalle@miami.edu
- Please note, if you have not made any attempt to visit your field experience placement by the last day to drop a class with a "W" any request to change your placement will not be considered. (Fall September 9, 2015, Spring, January 27, 2016 as per UM's Academic Calendar)

Time Line

1. Receive your Field Experience Placement by the second week of classes
2. Begin your Field Experience Hours by the third week of classes
3. Request to change a placement need to be made by the last day to drop a class with a "W"

SECTION 4

Getting to your placement site

Field experiences are an integral part of your program of study. It is your responsibility to get to your placement site. We strive to make placements based on your needs.

- Personal car or Zip Car
- Carpooling with a classmate
- Bicycle
- Walking
- Public transportation:

Miami-Dade Transit www.miamidade.gov/transit/home.asp

On the left of the page there is a "Rider Tools" Menu, and two choices down is the "Trip Planner" link.

If you click on that link it will take you to another page where you enter your start address and destination address, so that the system could put together your route for you.

Under the "Rider Tools" menu are all of the schedules and routes for Metrobuses, the MetroRail and the MetroMover.

SECTION 5

LiveText

LiveText is a web-based assessment management system used by the Office of Teacher Preparation and Accreditation (TePA) at the University of Miami's School of Education and Human Development for a variety of purposes:

- Collect and aggregate data for evaluating and enhancing curricula, guidelines, procedures and processes of UM's teacher preparation programs;
- Generate reports to measure a variety of elements for accreditation and continuous improvement;
- Collect and evaluate individual work of candidates at course and program level through the completion of a Teacher Preparation e-Portfolio.

Some of the elements that students complete via Live Text include:

- Submission of course-based assignments and critical tasks;
- Completion of an electronic portfolio demonstrating mastery of the Florida Educator Accomplished Practices (FEAPs), and other curricular standards, such as the ESOL and reading standards, pertinent to their program of study.

All students enrolled in a teacher preparation program at the University of Miami are required to purchase LiveText and use it throughout their program of study. **Students are required to purchase Live Text upon enrollment in TAL 306, Field Experience Seminar I.** Please note that you may be required to purchase Live Text in an earlier class at the discretion of your professor.

Formal LiveText orientation will occur at the following zero credit courses in your program of study:

- TAL 306: Field Experience Seminar I
- TAL 429: Field Experience Seminar II

The Field Experience Seminars are Pass/FAIL zero credit courses. These courses do not carry any additional hours of field experiences; rather they provide you with information about your program of study in teacher education, as well as with information about your Teacher Preparation e-Portfolio. This Portfolio is a programmatic requirement that will culminate with your student teaching experience. The portfolio is a collection of artifacts and reflections that evidence an individual's progress towards mastering required program elements. The portfolio integrates all aspects of the program of study including course work, field experiences, student teaching, and prepares students for self-reflection and continued professional growth.

LiveText Support

All students enrolled in a Teacher Education Program will be required to purchase LiveText in TAL 306 Field Experience Seminar I, at the latest, and use it throughout their program of study. If you have not been trained in LiveText you must contact Mr. Donner Valle at (305) 284-2425 or dvalle@miami.edu. His office is located in Merrick 309.

SECTION 6

Code of Ethics

UM Honor Code Policy

This code is established for the undergraduate student body, to protect the academic integrity of the University of Miami, to encourage consistent ethical behavior among undergraduate students, and to foster a climate of fair competition. While a student's commitment to honesty and personal integrity is assumed and expected, this Code is intended to provide an added measure of assurance that, in fulfilling the University's requirements, a student's work will never involve falsification, plagiarism, or other deception regarding the true nature of the materials presented. Each student is responsible for completing the academic requirements of each course in the manner indicated by the faculty.

The official University of Miami Honor Code can be downloaded from the UM Dean of Students website:

<http://www6.miami.edu/dean-student/honor-code/>

TAL Plagiarism Policy

All students enrolled in courses offered by the Department of Teaching and Learning (TAL) are expected to visit the following link and read one or more of the articles cited on plagiarism:

http://www.library.miami.edu/research/userguides/student_writing_resources.html

For Education majors, this will constitute part of their preparation for the Ethics requirement of the Florida Accomplished Practices (FEAPs).

At a minimum, students will receive an automatic Fail for any assignment that shows even minimal evidence of any of the violations listed in the Student Handbook, i.e., cheating, plagiarism, misrepresentation, collusion, falsification of data or fabrication of findings. The student will not be allowed to improve that grade; that is, the assignment grade of F will factor into the course grade. This decision will be reported to the Chair of TAL. The professor of record will have absolute discretion to judge the severity of the offense and may extend the penalty to an F in the course. In addition to the above, the faculty member may refer the student to the University Honors Council or the School of Education Ethics Council, where the full range of penalties specified in the Student Handbook may be applied; these include disciplinary warning, disciplinary probation, suspension, or expulsion from the University.

The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida

All students enrolled in Teacher Education Programs at UM are introduced to the expectations placed on teachers regarding their character and behavior. Traditionally teachers are held to a high moral standard in a community. Florida's Code of Ethics and Principles of Professional Conduct of the Education Profession provides students with guideline and expectations as to their conduct as members of the teaching profession.

The Official Code of Ethics can be downloaded from the FLDOE website:
http://www.fldoe.org/edstandards/code_of_ethics.asp

SECTION 7

Field Experience Forms and Documents for UM Students

Students need the following forms and documents for field experience:

- M-DCPS Service Provider Input Document
- Field Experience Contract with Cover Letter
- Field Experience Student Attendance Record
- Field Experience Evaluation Report
- M-DCPS Calendar

To do List:

- Print the M-DCPS Service Provider Input Document and bring it with you when you go for fingerprinting.
- Print the Field Experience Contract with Cover Letter. Provide these forms to your Mentor Teacher the first time you meet.
- Review with your Mentor teacher following documents:
 1. Course syllabus/syllabi with field experience requirements and assignments.
 2. Field Experience Contract, Attendance Record, and Evaluation Report.
- Review M-DCPS calendar and plan your visits according to instructional days (calendar available on page 21).
- Upon completion of your field experience hours, submit the originals of the Field Experience Student Attendance Record and Field Experience Evaluation Report to the Office of Teacher Preparation Programs.
- The Field Experience Student Attendance Record *must be initialed by your Mentor Teacher after each school visit*. Make two copies of the forms. Submit a copy of the Field Experience Student Attendance Record and the Field Experience Evaluation Report to your course instructor. Be sure to keep a copy for your own records.
- Completion of your field experience is part of your course grade(s).



New Fingerprint Payment

Effective July 1, 2015, the new fingerprint payment listed below applies to all full and part-time instructional and non-instructional Miami-Dade County Public Schools (M-DCPS) applicants and employees, contracted and charter school employees, specified university and college interns, and private bus drivers.

\$99 Fingerprinting Processing Fee

- \$99 money order payable to "SCHOOL BOARD MIAMI-DADE FINGERPRINTING"

Required Forms of Identification

- A current official picture identification such as a driver's license, passport or State of Florida identification card, AND
- Your social security card must be presented at the time of printing!

Miami-Dade Schools Police Fingerprint Office

1450 NE 2nd Avenue, Suite 110 Miami, FL 33132

Phone: 305-995-7472

Hours of Operation:

Monday through Friday 7:00 a.m. - 4:00 p.m.

Revised 6/18/2015



MIAMI-DADE COUNTY PUBLIC SCHOOLS
SERVICE PROVIDER INPUT DOCUMENT

University/College ID# _____

Social Security # _____ - _____ - _____

Last Name _____ First _____ MI _____

AKA _____

Sex _____ EEO _____ Birth Date _____

Permanent Address _____

City _____ State _____ Zip Code _____

Phone Number _____

Date _____

To the Office of Fingerprinting:

I request that the abovementioned person be fingerprinted to provide services to students as a

Student Intern

(Coach, Outreach Support, Intern, Agency Employee).

Gina F. Astorini, Assistant Dean

Undergraduate Academic Services

Name Typed

Name of Office


 Signature

Fingerprinting payment and processing procedures are located on the back of this form.

Field Experience Contract Cover Letter

Dear Mentor Teacher,

Thank you for agreeing to supervise one of our students in your classroom and to serve as the Mentor Teacher. You play a critical role in the preparation of future educators.

The faculty, administrators, and staff involved in our Teacher Education Program at UM's School of Education & Human Development have prepared the Field Experience Handbook to assist you and our students in navigating this exciting part of the program.

You may access the Field Experience Handbook at:

<http://education.miami.edu/studentintranet/documents.html>

Please familiarize yourself with guidelines and procedures as well as expectations for our students in the field.

Please keep in mind that students are to complete required assignments as part of the field experience placement. We trust you will provide them with the opportunity to complete these assignments in your classroom or at the appropriate setting in your school.

If you have any questions, please contact me at gmpelaez@miami.edu

Sincerely,

Dr. Gloria Pelaez
University of Miami
School of Education and Human Development
Director of Teacher Preparation and Accreditation



Field Experience Contract

Student's Name	<input type="text"/>	Student C#	<input type="text"/>
Local Address	<input type="text"/>	Telephone #	<input type="text"/>
Professor(s)	<input type="text"/>	Course(s)	<input type="text"/>
Mentor Teachers	<input type="text"/>	Section(s)	<input type="text"/>
School	<input type="text"/>	Subject/Grade	<input type="text"/>
Days and Hours	<input type="text"/>	Room #	<input type="text"/>

The Mentor Teacher and I have met to discuss the requirements of the program. I understand what is required of me and of the Mentor Teacher regarding the Field Experience Program.

 Student Signature

 Date

I have read the Field Experience Handbook and documentation. The student and I have met to discuss the program requirements and I understand what is expected of me and of the student regarding the Field Experience Program. The above student and I have arranged a satisfactory schedule, whereby the required number of hours for the Field Experience Program can be completed.

 Mentor Teacher Signature

 Date

If there are any questions, please contact the Office of Teacher Preparation Programs & Accreditation, (305) 284-2425. Submit this form to Mr. Donner Valle MB 309.



Field Experience Student Attendance Record

Student's Name _____ TAL Course(s) _____

Professor's Name _____ Section(s) _____

Mentor Teacher _____ School _____

***All entries must be written in permanent ink! No erasures or white out. Cross out and make new entry if mistakes are made. ***

	Date	Student Initial	Mentor Teacher Initial	Time		Total Hours
				In	Out	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
				TOTAL		



Field Experience Evaluation Report

Student Name: _____ Student I.D.# _____

TAL Courses: _____ Semester: _____ Year: _____

School Name: _____ Grade Level: _____ Subject: _____

Mentor Teacher Name: _____

Items 1-8 apply to all students; evaluate the rest of the items as appropriate.

Rating Scale	3 Effective	2 Satisfactory	1 Needs Improvement	0 Not Applicable
The UM student:				
1. plans schedule with Mentor teacher, adheres to schedule agreed upon, or communicates with collaborating teacher about changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. has effective and appropriate oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. has effective and appropriate written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. dresses professionally to class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. exhibits honesty, integrity, and overall professionalism in dealings with both students and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. interacts positively with collaborating teacher, faculty and administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. expresses sensitivity to and acceptance of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIELD EXPERIENCE HANDBOOK

8. is responsive to your feedback about her/his role in your classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. uses techniques and strategies to set up an effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. is familiar with the purpose and administration of classroom assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. is knowledgeable about the content of the lessons taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. presents the content of the lesson in an organized and effective manner while engaging all students in critical thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. is responsive to the needs of English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. is responsive to the needs of ESE students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Mentor Teacher's Signature

UM Student's Signature

All documents are to be turned into the Office of Teacher Preparation & Accreditation Merrick, 309



MIAMI-DADE COUNTY PUBLIC SCHOOLS

2015-2016 SCHOOL CALENDAR

ELEMENTARY AND SECONDARY

July 2015				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2015				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2015				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2015				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30*

November 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2015				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2016				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2016				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16*	17	18	19
22	23	24	25	26
29				

March 2016				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2016				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2016				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2016				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- New Teachers Report
- Teacher Planning Day
- Teacher Planning Day No Opt
- Legal Holiday

- Recess Day
- Beg/End of Grading Period
- Secondary Early Release

Days in Grading Period

- 1-46
- 2-45
- 3-46
- 4-43

For information on employee opt days, please refer to back of calendar.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2015-2016 SCHOOL CALENDAR
ELEMENTARY AND SECONDARY**

August 20, 21, 2015	Teacher planning days; no students in school
August 24	First Day of School; begin first semester
September 3	Secondary early release day
September 7	Labor Day; holiday for students and employees
September 14*+##	Teacher planning day; no students in school
September 23*+##	Teacher planning day; no students in school
October 8	Secondary early release day
October 29	End first grading period; first semester
October 30	Teacher planning day; Professional Development Day-not available to opt; no students in school
November 2	Begin second grading period; first semester
November 11	Observation of Veterans' Day; holiday for students and employees
November 25 *+##	Teacher planning day; no students in school
November 26	Thanksgiving; Board-approved holiday for students and employees
November 27	Recess Day
December 10	Secondary early release day
December 21- January 1, 2016	Winter recess for students and all employees with the exception of Fraternal Order of Police Employees
January 18	Observance of Dr. Martin Luther King, Jr.'s Birthday; holiday for students and employees
January 22	End first semester and second grading period
January 25 *+##	Teacher planning day; no students in school
January 26	Begin second semester; third grading period
February 4	Secondary early release day
February 15	All Presidents' Day; holiday for students and employees
February 16	Teacher planning day; Professional Development Day-not available to opt; no students in school
March 17	Secondary early release day
March 21 - 25	Spring recess for students and all employees with the exception of Fraternal Order of Police Employees
April 7	End third grading period; second semester
April 8*+##	Teacher planning day; no students in school
April 11	Begin fourth grading period; second semester
May 30	Observance of Memorial Day; holiday for students and employees
June 9	Last Day of School; end fourth grading period; second semester
June 10	Teacher planning day; no students in school

NOTE: Every Wednesday students in elementary schools (Grades 2-5) and K-8 Centers (Grades 2-8) are released one (1) hour early

Job Category	Beginning Date	Ending Date
Teachers new to the system	August 13, 2015	June 10, 2016
Assistant Principals and 10-month clerical	August 13, 2015	June 17, 2016
Cafeteria Managers	August 17, 2015	June 10, 2016
Satellite Assistants	August 19, 2015	June 9, 2016
All Instructional Staff, Paraprofessionals & Security	August 20, 2015	June 10, 2016
Assistant to Cafeteria Managers/MAT Specialists	August 21, 2015	June 9, 2016
Cafeteria Workers (part-time)	August 24, 2015	June 9, 2016

***Teachers/paraprofessionals and school support personnel** may opt to work one or two days, August 18, 19, 2015, or June 13, 14, 2016, in lieu of any one or two of the following days: September 14, 2015, September 23, 2015, November 25, 2015, January 25, 2016, April 8, 2016, and October 30, 2015, and February 16, 2016, are Professional Development Days and are not available to opt.

+Teachers new to Miami-Dade County Public Schools may opt to work one or two days, June 13, 14, 2016, in lieu of any one or two of the following days: September 14, 2015, September 23, 2015, November 25, 2015, January 25, 2016, April 8, 2016, and October 30, 2015, and February 16, 2016, are Professional Development Days and are not available to opt.

#Ten-month secretarial and clerical employees may opt to work one or two days, August 11, 12, 2015, or June 20, 21, 2016, in lieu of any one or two of the following days: September 14, 2015, September 23, 2015, November 25, 2015, January 25, 2016, April 8, 2016, and October 30, 2015, and February 16, 2016, are Professional Development Days and are not available to opt.

SECTION 8**Contact Information**

Dr. Gloria Pelaez, Director of Teacher Preparation and Accreditation

gmpelaez@miami.edu 305-284-3326

Mr. Donner Valle, Assistant Director of Accreditation

dvalle@miami.edu 305.284.2425

SECTION 9

General Guidelines and Forms for Mentor Teachers

To the Mentor Teacher

The Department of Teaching and Learning at UM's School of Education & Human Development very much appreciates your agreement to have a UM student in your classroom this semester. Your role in helping the prospective teacher is critically important.

As a Clinically Trained Teacher you have been selected by your school's administrator to receive field experience students in your classroom. There are many benefits in hosting a field experience student. Mentor Teachers receive additional instructional support and assistance with classroom management. Furthermore, this experience gives the Mentor Teacher the opportunity to give back to the learning community and teaching profession.

You will be asked to complete a Field Experienced Evaluation Report for your student at the end of the semester.

The evaluation report has 14 items to consider. These items range from general attitudes and behaviors to specific classroom actions, for example delivering a lesson or assessment. The scale ranges from "Effective" to "Not applicable". Items 1 through 8 are required and items 9 to 14 should be completed if applicable.

Field experience is one of the most important components of a course. A portion of the course grade for the student is determined by the field experience.

Please contact the Office of Teacher Preparation and Accreditation if the field experience student is not attending regularly, dresses inappropriately, or if there is a situation of concern.

Please follow the tips below when welcoming and mentoring the UM student:

1. Introduce the UM student to your class.
2. Share your classroom rules and expectations with the UM student.
3. Get the UM student involved as soon as possible. You may begin by asking the UM student to help individual students and small groups of students.
4. Ask the UM student to share with you a copy of any field-based assignments given by UM instructor.
5. Invite the UM student to special events – open house, field trip, parent-teacher conference, faculty meeting, etc.

Note: You may receive a letter from a UM instructor(s) that comprises the field experience guideline and assignments for a particular course.



Field Experience Contract

Student's Name	<input type="text"/>	Student C#	<input type="text"/>
Local Address	<input type="text"/>	Telephone #	<input type="text"/>
Professor(s)	<input type="text"/>	Course(s)	<input type="text"/>
Mentor Teachers	<input type="text"/>	Section(s)	<input type="text"/>
School	<input type="text"/>	Subject/Grade	<input type="text"/>
Days and Hours	<input type="text"/>	Room #	<input type="text"/>

The Mentor Teacher and I have met to discuss the requirements of the program. I understand what is required of me and of the Classroom Teacher regarding the Field Experience Program.

 Student Signature

 Date

The student and I have met to discuss the program requirements and I understand what is expected of me and of the student regarding the Field Experience Program. The above student and I have arranged a satisfactory schedule, whereby the required number of hours for the Field Experience Program can be completed.

 Mentor Teacher Signature

 Date



**Field Experience
Student Attendance Record**

Student's Name _____ TAL Course(s) _____

Professor's Name _____ Section(s) _____

Mentor Teacher _____ School _____

***All entries must be written in permanent ink! No erasures or white out. Cross out and make new entry if mistakes are made. ***

	Date	Student Initial	Mentor Teacher Initial	Time		Subtotal Hours
				In	Out	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
				TOTAL		



Field Experience Evaluation Report

Student Name: _____ Student I.D.# _____

TAL Courses: _____ Semester: _____ Year: _____

School Name: _____ Grade Level: _____ Subject: _____

Mentor Teacher Name: _____

Items 1-8 apply to all students; evaluate the rest of the items as appropriate.

Rating Scale	3 Effective	2 Satisfactory	1 Needs Improvement	0 Not Applicable
The UM student:				
1. plans schedule with Mentor teacher, adheres to schedule agreed upon, or communicates with collaborating teacher about changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. has effective and appropriate oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. has effective and appropriate written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. dresses professionally to class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. exhibits honesty, integrity, and overall professionalism in dealings with both students and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. interacts positively with collaborating teacher, faculty and administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. expresses sensitivity to and acceptance of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIELD EXPERIENCE HANDBOOK

8. is responsive to your feedback about her/his role in your classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. uses techniques and strategies to set up an effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. is familiar with the purpose and administration of classroom assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. is knowledgeable about the content of the lessons taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. presents the content of the lesson in an organized and effective manner while engaging all students in critical thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. is responsive to the needs of English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. is responsive to the needs of ESE students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

 Mentor Teacher's signature

 UM Student's signature

Submit all Field Experience Forms to Mr. Donner Valle, Merrick Building, Room 309

SECTION 10***General Guidelines for TAL Field Experience Assignments***

Each course syllabus includes the following information about field experience.

<p>Course Number and Title</p> <p>TAL _____</p> <p>Title</p>
<p>Purpose of the required field experience for this course</p>
<p>Number of hours of <u>direct contact</u> with learners for the field experience</p>
<p>The nature of the activity or activities required for the field experience (e.g., observation requirement, teaching requirement, assessment requirement, additional activities, etc.)</p>

Connection of the field experience to course content**Grading of the field experience****Field experience as part of course grade****Observation guideline for the field experience (if relevant to this course)****FEAPS addressed**

*If students attend a lecture, symposium, or workshop, and provide evidence of attendance and a pertinent reflection, they may use this as an artifact for FEAP Portfolio.