



Field Experience Handbook

Table of Contents

Introduction

Purpose

Rationale

Professional Education Sequence

Field Experience Overview

Expectations for Teacher Candidates

Participating in Field Experiences

Professional Education Sequence Courses And

Field Experience Descriptions

Beginning Field Experience

EDCU 2010 - Human Growth and Learning

Intermediate Field Experience

EDUC 2524

EDUC 2510 - Applied Special Education

EDUC 2520 - Instructional Systems

Advanced Field Experience

Methods

Candidate Code of Ethics

Introduction

Field experiences provide an opportunity for University of Nebraska at Omaha (UNO), College of Education students, referred to as teacher candidates, to apply the knowledge, skills and dispositions that they have acquired in the college classroom to a PK-12 classroom setting. Field experience opportunities are an integral part of the teacher education program at UNO and the threshold to a challenging and exciting career in education. The goal of field experiences is to assist College of Education teacher candidates in making the transition from teacher candidate to professional educator.

The field experiences have been designed to meet the requirements of national accrediting agencies as well as those for teacher certification in Nebraska.

In addition, field experiences are aligned with the College's Conceptual Framework. Field experiences are designed and assessed based on the knowledge, skills and dispositions found in the following Conceptual Framework:

The College of Education's philosophy and purpose are grounded in the central principles identified by the faculty for preparing graduates who are dedicated practitioners, reflective scholars, and responsible citizens. Each of these central principles is described in this document. The descriptions focus on the knowledge, skills, and dispositions associated with each principle. Goals/outcomes related to these central principles are presented after each principle has been described.

Central Principle #1 Dedicated Practitioners

As dedicated practitioners, our candidates integrate content knowledge, evidence-based practice, and learning theory to develop problem solving and critical thinking skills. This is an essential foundation for our candidates who engage in their professions, pursue life-long learning, and actively serve their communities.

As Dedicated Practitioners, our candidates:

Knowledge:

- have comprehensive knowledge of the content in their disciplines;
- know effective strategies and techniques in their disciplines;
- understand cognitive processes associated with learning, movement, and knowledge construction;
- understand best practices in assessment and evaluation;

Skills:

- design instruction and interventions that are developmentally appropriate;
- apply multiple strategies and techniques to create opportunities for diverse learners;
- model problem solving, reflection, and critical thinking skills;
- use assessment and evaluation to inform best practice;

Dispositions:

- believe all individuals can learn, grow, change, and succeed;
- assume responsibility for their own learning and provide opportunities for others to do the same; and
- model professionalism, responsibility, and reflection.

Central Principle #2 Reflective Scholars

As reflective scholars, our candidates learn to appreciate the continuity between theory and application and develop the ability to critique, conduct, and use research to generate and incorporate sustainable best practice. Candidates use a diverse array of inquiry methods to develop and determine their place within their evolving disciplines and changing communities. Our candidates use inquiry and reflection to make informed decisions and to recognize and articulate the ethical ramifications of research, inquiry, and practice.

As Reflective Scholars, our candidates:

Knowledge:

- understand methods of inquiry as tools for self- assessment, problem-solving, and decision-making;
- are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development;
- understand the legal and ethical responsibilities of inquiry within their discipline;

Skills:

- make conscientious, explicit, and judicious use of research in their discipline;
- take part in critical examinations of tools and processes that help practitioners assess outcomes;
- use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice;
- make connections to other fields of study relevant to their own discipline;
- use diverse methods of inquiry to address issues of social justice and become leaders and agents of change;
- evaluate and perform research in emerging new disciplines;

Dispositions:

- believe inquiry and reflection are life-long learning activities necessary for the improvement of practice;
- are committed to the learning, assessment, and reflection necessary for informed decision making;
- are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection; and
- conduct themselves as professionals according to the legal and ethical standards of their disciplines.

Central Principle #3 Responsible Citizens

As responsible citizens, our candidates understand that diversity encompasses all community environments, cultural backgrounds, and exceptional learning needs. Our candidates seek out multiple perspectives and act as advocates for equity through self-awareness, inclusive values, and cultural competence. Our candidates create and implement plans of action that positively impact their local, national, and global communities.

As Responsible Citizens, our candidates:

Knowledge

- recognize the importance of the social, historical, and political contexts in which they live, learn, and practice;
- understand organizations and their roles within the local, national, and global communities;
- comprehend how context, culture, and power impact learning needs in diverse communities;

Skills

- analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines;
- collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions;
- participate actively in diverse professional and community organizations
- engage in programs and projects aimed at improving social conditions;

Dispositions

- are committed to democratic ideals and social justice;
- model sensitivity to all persons regardless of ability, race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, or sexual orientation;
- appreciate the unique contributions of individuals, families, cultural groups, and organizations; and believe they can make a positive difference.

UNO teacher candidates will participate in Beginning Field Experiences (EDUC 2010), Intermediate Field Experiences (EDUC 2510, 2520, 2524), and Advanced Field Experiences. The final field experience is student teaching. (Policies and procedures for student teaching can be found in the Student Teaching Handbook.)

The College of Education at UNO is fortunate to have professional partnerships with area schools which allow for interactive learning situations for teacher candidates. As guests in our partner schools, UNO teacher candidates should approach these experiences with enthusiasm and professionalism.

Our gratitude extends to the school districts, principals and teachers that host our teacher candidates. It is through their contributions of time and expertise that UNO teacher candidates have the opportunity to apply and develop the knowledge, skills and dispositions necessary to help all students learn.

The UNO College of Education welcomes your questions and feedback related to the field experiences. It is our intention and commitment to provide an outstanding experience for the teacher candidates and the host school/teacher.

Purpose of Field Experiences

The purposes of the Field Experience Handbook are:

1. to provide teacher candidates, host schools/teachers, and College of Education faculty and staff information related to expectations, policies and procedures pertaining to the field experiences at UNO.
2. to provide the rationale for the field experience program.
3. to establish and clarify the roles of teacher candidates, host schools/teachers and College of Education faculty and staff.
4. to suggest ideas, activities and conditions for experiences that will ensure a common awareness of goals and purpose for teacher candidates, hosts schools/teachers and the College of Education faculty and staff.

Rationale

The process of changing roles from teacher candidate to professional educator is complex. The transition should take place over a period of time in small increments. Field experiences are a critical step in the process. The teacher candidate is provided exposure to schools and students in a setting in which he/she might someday teach. Field experiences allow the teacher candidate to enter the PK-12 school situation to apply the theories and practices suggested in the college classroom as well as to gain valuable initial teaching experience.

The major objectives of the field experience program are to provide:

1. continuing and increasing involvement in the classroom.
2. the teacher candidate with opportunities to self-assess the decision to become involved in teacher education as a future career.
3. a practical setting under the supervision of an experienced teacher where the teacher candidate is able to compare, combine, test and weigh the theories and principles examined in the pre-professional course work.
4. experiences which will continue to clarify general principles and theories of human growth and development.
5. a setting where the teacher candidate will have an opportunity for problem solving related to diagnosing teaching/learning difficulties, motivating students and individualizing instruction.
6. the teacher candidate with opportunities to experience multicultural relationships and the cultural heritage of various ethnic and socio-economic groups.
7. the opportunity for the teacher candidate to focus on the major issues confronting teachers.
8. the teacher candidate with an opportunity to interact with pupils in formal and informal activities to help develop sensitivity, empathy and self-confidence in classroom management issues.
9. the teacher candidate with exposure to the policies, programs, activities and professional staff in PK-12 school settings over an extended period of time.
10. college and school personnel criteria on which to base further career counseling and guidance concerning the teacher candidate.

Professional Education Sequence Field Experiences Overview

The professional preparation of quality teachers requires an extensive knowledge base which includes general studies, professional education and areas of specialization. Insights and experience gained from pre-clinical and clinical experiences provide opportunities to enhance the ability to be an effective teacher in the ever-changing educational setting.

All teacher candidates must complete the following courses that constitute the Professional Education Sequence:

EDUC 2020 – Educational Foundations

EDUC 2030 – Human Relations

EDUC 2010 – Human Growth & Development / Beginning Field Experience

INTERMEDIATE BLOCK:

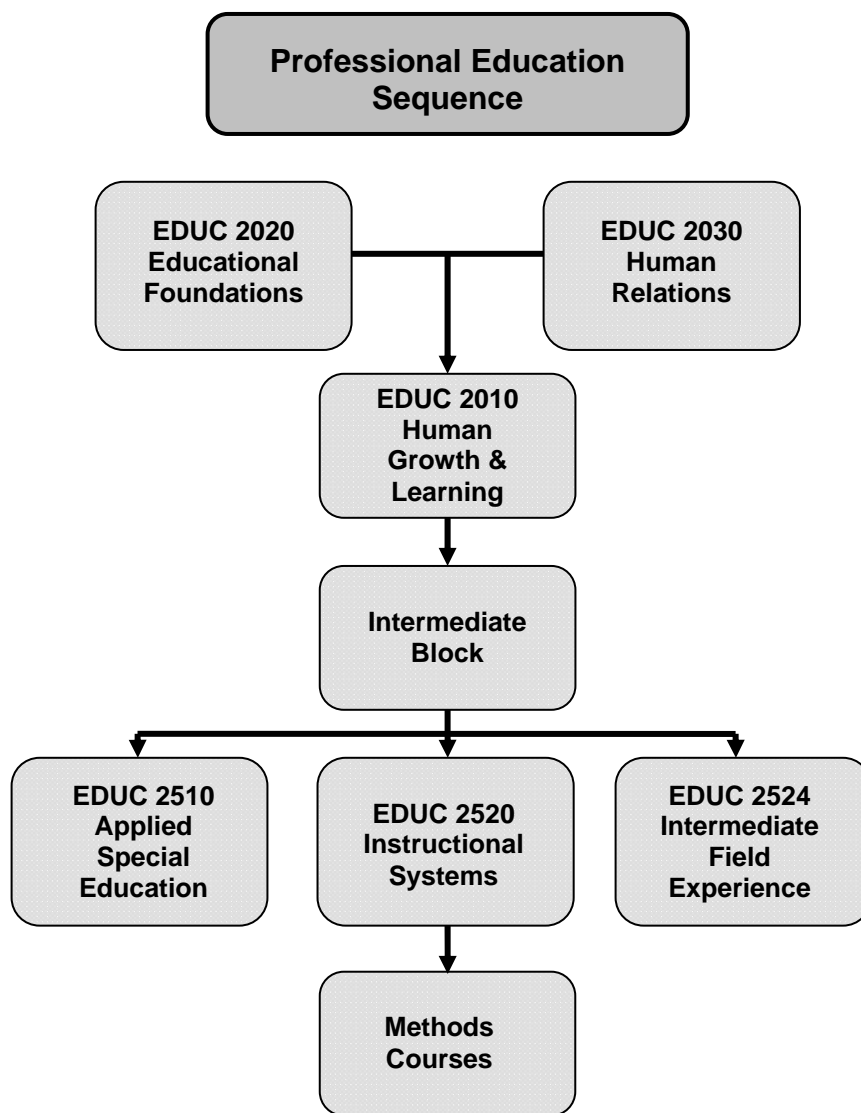
EDUC 2510 – Applied Special Education

EDUC 2520 – Instructional Systems

EDUC 2524 – Intermediate Field Experience

Methods Courses – specific to program requirements

The sequence of these courses is illustrated as follows:



The following table provides overview of the field experience requirements in the courses included in the Professional Education Sequence. Information related to specific courses is provided later in this handbook.

Professional Education Sequence – Enrollment and Field Experience Requirements

Course	Credit Hours	Enrollment Requirements	Field Experience Requirements *
EDUC 2020 Educational Foundations	3	Open to all UNO students, admission to College of Education not required	Teacher Interview (arranged by student)
EDUC 2030 Human Relations	3	Open to all UNO students, admission to College of Education not required	NA
EDUC 2010 Human Growth & Learning	3	Admission to Teacher Preparation/Speech-Language Pathology Program required	Beginning Field Experience 10 hours of observations (arranged by the Field Experience Office)
INTERMEDIATE BLOCK			
EDUC 2510 Applied Special Education	3	Admission to College of Education required and must concurrently enroll in EDUC 2520 & EDUC 2524	See EDUC 2524
EDUC 2520 Instructional Systems	3	Admission to College of Education required and must concurrently enroll in EDUC 2510 & EDUC 2524	See EDUC 2524
EDUC 2524 Intermediate Field Experience	0	Admission to College of Education required and must concurrently enroll in EDUC 2510 & EDUC 2520	Intermediate Field Experience 40 hours in PK-12 setting (arranged by the Field Experience Office)
METHODS COURSES			
	Varies	Successful completion of EDUC 2020, EDUC 2030, EDUC 2010, and Intermediate Block courses	Advanced Field Experience vary

*Field experiences are scheduled during standard PK-12 school hours only. Waivers of the field experience will not be granted. Responsibility for the approval of previous course work toward professional education credit lies with the specific department within the College of Education.

Field experiences provide the teacher candidate the opportunity to observe and/or interact with students and professional educators in K-12 schools. Teacher candidates are guests in these schools where the administrators and teachers have carefully considered and arranged the best possible opportunity for pre-service teachers. Missing an arranged visit reflects poorly on the candidate and the College of Education. Teacher candidates who miss, cancel, or substitute other experiences for a previously arranged field experience may not be permitted to enroll in additional courses requiring field experiences, including student teaching, until they have met with the Coordinator of Field Experiences.

A teacher candidate who receives a grade of “D,” “F,” or “I” in a professional education course may not continue in the sequence until that grade is removed. Any teacher candidate in a teacher certification program or seeking teacher certification who receives a grade of “D” or “F” in EDUC 2510 or 2520 must re-take the course including the field experience component of the course.

The entire Professional Education Sequence must be completed prior to enrollment in Teacher Education (TED); Special Education (SPED); and Health, Physical Education and Recreation (HPER) courses requiring junior standing.

Expectations for Teacher Candidates Participating in Field Experiences

The teacher candidate who expects to enjoy personal satisfaction, professional success and, ultimately, employment as a teacher should meet or exceed the expectations for field experiences listed below:

1. be punctual and consistent in attendance. Missed observations and school visits will not be rescheduled.
2. be mentally and physically prepared for responsibilities and obligations each day.
3. allow adequate time to commute to and from your school site and other commitments.
4. check *Lotus Notes* and *Blackboard* regularly.
5. respond positively to assistance, suggestions, assignments, supervision and direction.
6. know, learn and perform current responsibilities and be proactive regarding upcoming tasks.
7. be ready to adapt to change and the unexpected. Be flexible and versatile.
8. know and abide by the policies, practices and procedures of the school district.
9. develop and maintain a positive working relationship with all persons.
10. maintain a professional demeanor. (Look and act your best at all times.)
11. reflect the ethical standards of the University, the school system and the teaching profession. (See “Code of Ethics” located in this handbook.)
12. complete all requirements prior to the due date – including but not limited to timesheets, assignments and assessments.
13. communicate with your host teacher and College of Education faculty and staff.
14. ask questions if you are unsure of a policy or procedure or if you want to learn more about what was observed during your field experiences.

Achieving these expectations will:

1. ensure that the teacher candidate makes a positive contribution to the learning needs of children and youth who attend our schools.
2. provide the teacher candidate with valuable personal and professional experiences that will lay the foundation for a successful teaching career.

Professional Educational Sequence Course and Field Experience Descriptions

EDUC 2010 – Human Growth & Learning/Beginning Field Experience

All teacher candidates enrolled in EDUC 2010 will be expected to complete approximately 10 hours of Beginning Field Experience observing in school classrooms. During the semester, teacher candidates will be placed in a classroom that reflects a variety of levels and approaches. These will include an early childhood classroom, an elementary classroom, a secondary classroom (middle school, junior high, or senior high school) and a special education classroom.

The Human Growth and Learning course is designed to help teacher candidates identify and understand the developmental characteristics of learners in each age/stage and to develop their ability to apply what is learned to the classroom setting. The observation activities will help teacher candidates develop their ability to evaluate which instructional theories and strategies are most appropriate for dealing with developmental and individual differences among children.

Goals have been identified to communicate the relationship between the observational tasks and the broader course requirements. Upon completion of each observation, teacher candidates should be able to:

1. describe how the physical environment accommodates the specific needs of the children referred to as nature of the setting.
2. report the observed instructional activities, the developmental traits of the children and the prevailing teaching theories and strategies used in a professional manner.
3. compare/contrast observed physical, cognitive and affective characteristics of the group and an individual to appropriate developmental norms.

Procedures

In the EDUC 2010 lecture section, teacher candidates will be given an opportunity to observe sites in the metropolitan Omaha area via “Live Link” technology. Later in the semester, teacher candidates attend on-site visits. Teacher candidates are expected to be prompt and responsible in their commitment and to report immediately to the school office (or other designated location).

The host school will provide a brief orientation and will assign the teacher candidate to a specific classroom for the observation time. Teacher candidates are to observe only in the assigned classroom.

Teacher candidates will be responsible for completing a set of competencies related to each of the observations. The details of the competencies are contained in the Human Growth and Learning Observation Manual for EDUC 2010 which is available electronically or at the UNO Bookstore. Specific assignments will be made by the EDUC 2010 course instructor.

Field Experience Expectations Associated with EDUC 2010

1. check *Lotus Notes* and *Blackboard* regularly.
2. report to class or the school site on time and properly dressed.
3. thank the host teacher for the opportunity.

INTERMEDIATE BLOCK: EDUC 2524

Intermediate Field Experience Orientation and Intermediate Field Experience

The term “Intermediate Field Experience” applies to the combined experience of coursework in EDUC 2510 and EDUC 2520 and the 40 hours of field experience which accompany the courses. The field experience hours are scheduled in order for teacher candidates to spend a minimum of 20 hours in a classroom setting providing services to students with verified, special education needs and a minimum of 20 hours in a general classroom setting. All placements are arranged in the classrooms of the Omaha Public Schools.

Procedures

In addition to the 40 hours in the PK-12 setting, teacher candidates who enroll for Intermediate Block are required to complete an online orientation via *Blackboard*. The online orientation provides teacher candidates:

1. information on expectations and procedures to follow during the observation/participation experience.
2. information on Universal Precautions training requirements.
3. Information on the College of Education Conceptual Framework, student code of ethics, and Nebraska State teacher candidate code of ethics.

After receiving the school assignments, teacher candidates are expected to report directly to the school site at their assigned time. Students will log the hours of the field experience on timesheets. One timesheet will be used for experiences related to EDUC 2510, and a separate timesheet will be used for experiences related to EDUC 2520. Timesheets will be collected at the midpoint and end of the semester. Teacher candidates will complete a midterm and final activity related to the field experiences. Host teachers will be also complete a midterm and final evaluation of the teacher candidates.

Teacher candidates should carefully review the activities appropriate for the Intermediate Field Experience. Lists of these activities can be found in the course descriptions for EDUC 2510 and EDUC 2520.

Field Experience Expectations Associated with Intermediate Field Experience:

1. complete Orientation.
2. check *Lotus Notes* and *Blackboard* regularly.
3. report to the school site as scheduled and introduce yourself to the principal.
4. call the school/host teacher to report absences PRIOR to being absent.
5. learn the names of students, teachers, administrators and staff.
6. provide the Field Experience Office with the name and e-mail address of your host teacher.

7. keep accurate records of observation times on the timesheet (timesheets can be found on the Intermediate Field Experience *Blackboard* organization site).
8. submit timesheets as required.
9. complete the midterm and final assessments related to your field experience.
10. thank the supervising teacher and building administrator often, especially at the end of the experience.
11. communicate excessive absences, concerns or questions about the field experience to the Coordinator of Field Experiences and/or the course instructor(s) for EDUC 2510 and EDUC 2520.
12. understand the expectations of the course instructors for EDUC 2510 and EDUC 2520.
13. complete assignments/activities assigned by the course instructors for EDUC 2510 and EDUC 2520 as they relate to the field experiences.

INTERMEDIATE BLOCK: EDUC 2510 Applied Special Education

All teacher candidates enrolled in EDUC 2510, Applied Special Education, must complete 20 clock hours of field experiences in a school setting providing services to students with verified, special education needs. Placements are made in schools within the Omaha Public School District to provide an urban, multicultural experience. The actual placement may vary from a regular classroom with “mainstreamed” students; to a resource room; to a categorical, self-contained classroom; to separate day-school programs. Written documentation of experiences, in the form of a verified timesheet and a personal journal, is required. Details of the journal requirements will be provided by the EDUC 2510 course instructor. Timesheets can be found on the Intermediate Field Experience *Blackboard* organization site.

The purpose of this field experience is to provide teacher candidates with opportunities to observe, interact, participate and assist in the teaching-learning process as experienced by students with disabling/exceptional conditions. As a result of these experiences candidates will gain insight into:

- assessing practices used to identify students with disabling/exceptional conditions.
- planning for instruction.
- implementing instruction.
- evaluating performance/service delivery and personal perceptions.

The field experiences will also provide opportunities to interact with professionals in the field of education, including special education.

Field Experience Expectations Associated with EDUC 2510

Please see Intermediate Field Experience Expectations

Checklist of Activities for Applied Special Education

The following list provides some suggestions for activities in which the teacher candidate in Applied Special Education might participate and some activities which would not be appropriate for the candidate.

Activities suitable for teacher candidate participation:

- observing in the classroom or intervention setting.
- assisting with individual or small group tutoring planned by the teacher.
- assisting in playground/lunchroom/study hall activities.
- attending co-curricular events.
- accompanying students to music, art and physical education classes.
- providing assistance or remedial help to selected individuals.
- assisting in laboratory or other instructional/intervention activities.
- assisting in preparing materials to support instruction/intervention.
- reading to students.
- assisting students in completing in-class assignments.

Supervising teachers and the EDUC 2510 teacher candidates are not limited to this list. Teacher candidates may participate in other activities of a similar nature.

Activities not suitable for teacher candidate participation:

- planning and conducting large group instruction/intervention.
- being responsible for a class or large group of students while the teacher leaves the room.
- grading or evaluating students.
- performing clerical activities.
- calling parents.
- copying classroom materials during the scheduled observation times.

INTERMEDIATE BLOCK: EDUC 2520 Instructional Systems

All teacher candidates enrolled in EDUC 2520, Instructional Systems, must complete 20 clock hours of field experiences in a classroom setting. Placements are made in schools within the Omaha Public School District to provide an urban, multicultural experience. Written verification of both attendance and activities is required. Written documentation of experiences, in the form of a verified timesheet and a personal journal, is required. Details of the journal requirements will be provided by the EDUC 2520 course instructor. Timesheets can be found on the Intermediate Field Experience *Blackboard* organization site.

The field experience involves two distinct but related aspects - observation and participation. The observation component involves investigating, observing and reflecting on the school, the curriculum, the students, and the instructional activities that take place in the assigned classroom. The participation component involves assisting the host teacher with various instructional functions and interacting with students on an individual or small group basis.

Teacher candidates participating in this field experience should be able to observe, identify and describe the:

- physical setting of the field experience classroom.
- learning environment of the field experience classroom.

- class level, students and curriculum focus of the field experience classroom.
- processes by which the supervising teacher assesses student readiness for learning.
- processes by which the supervising teacher plans and prescribes learning experiences for students.
- instructional models and related procedures used by the supervising teacher to implement instructional plans.
- instructional strategies and tactics employed by the supervising teacher.
- media, materials and technology used by the supervising teacher to support the instructional activities.
- various means by which the supervising teacher evaluates the effectiveness of instruction.
- overall manner in which the supervising teacher orchestrates the learning environment of the field experience classroom.

As a result of these experiences, teacher candidates will gain insight into:

- assessment.
- planning for instruction.
- implementing instruction.
- evaluating performance/service delivery and personal perceptions.

Field Experience Expectations Associated with EDUC 2520

Please see Intermediate Field Experience Expectations

Checklist of Activities for Instructional Systems

The following list provides some suggestions for activities which would be appropriate for the teacher candidate in fulfilling the field experience requirements for Instructional Systems.

Required Activities:

- assisting with individual and/or small group activities.
- assisting students in completing in-class assignments.

Suggested Activities:

- assisting in preparing materials to support instruction/intervention.
- assisting teacher with routine instructional management activities.
- participating in literacy activities (reading and writing).
- assisting in supervision (hallways, lunchroom, study hall, etc.).
- attending faculty/school/co-curricular events.

Activities not suitable for teacher candidate participation:

- planning and conducting large group instruction/intervention.
- being responsible for a class or large group of students while the teacher leaves the room.

- grading or evaluating students.
- performing clerical activities.
- calling parents.
- copying classroom materials during the scheduled observation times.

Methods/Advanced Field Experience

Advanced Field Experience hours and the nature of the field experience vary according to the major area course requirements. In general, the experience begins with observation and is followed by increasing level of involvement, culminating in teaching a lesson or lessons in the content area. As in earlier field experiences, the teacher candidate is assigned a school site. Requirements for the Advanced Field Experience are provided by the university professor instructing the course.

Teacher candidates should contact an academic advisor for more information and requirements related to these courses.

Candidate Code of Ethics

All teacher candidates, and especially those participating in field experiences, are asked to read, affirm and accept the Code of Ethics found below. Teacher candidates should also carefully review the statement concerning moral character – also referred to as the Professional Dispositions Statement. In addition, teacher candidates may be asked to complete and sign a Rule 20/21 prior to field experiences.

Candidate Code of Ethics

We, the teacher candidates in teacher preparation programs in the College of Education, affirm and accept our responsibility to complete our professional preparation according to the highest ethical standards. We will exert every effort to raise educational standards to improve our service and to achieve conditions which attract persons worthy of trust.

Aware of the value of a united effort, we will contribute actively to the development and growth of our intellectual and moral capacities. In fulfilling our obligation to the profession, we:

1. recognize that a profession must accept responsibility for the conduct of its members.
2. understand that our own conduct may be regarded as representative of the profession.
3. participate in the development and implementation of policies affecting our education.
4. accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
5. interpret and use research with intellectual honesty.
6. keep the trust under which confidential information is exchanged.
7. refrain from commenting unprofessionally about a pupil, fellow student, teacher or associate in an academic situation.
8. respect the rules and regulations of the schools and agencies to which we are assigned for practicum purposes.

Moral Character (Professional Dispositions Statement)

Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for the students whom they will teach. Teachers are responsible for the education, safety and well-being of anyone in their charge. The College of Education prepares future teachers who show a high degree of moral character and the ability to act responsibly inside and outside the classroom. These individuals must be able to serve as representatives of the College and the University, and must demonstrate the personal and professional dispositions of the teaching profession.

Inappropriate behaviors on the part of candidates, which in the College's reasonable judgment, violate the University's Student Code of Conduct, establish a lack of integrity or moral/ethical character, or demonstrate conduct and patterns of behavior inconsistent with the personal and professional dispositions expected in the teaching profession, shall be sufficient grounds for 1) denial of admission to or enrollment in and 2) dismissal or removal from programs, courses, observations, field experiences, practica, student teaching and similar field-based experiences that lead to certification. Displays or patterns of behaviors may be established by any credible means including, but not limited to, the facts surrounding a record of arrests or convictions.

Candidates who exhibit inappropriate behaviors may be referred for a Conference of Concern. The purpose of this conference is to formally identify the unsuitable behaviors, recommend corrective action(s), and determine the candidate's suitability for continuing in teacher preparation.