

## Wright State University Early Childhood Education Field Experiences

<b>Experience and Course</b>	<b>Type of Early Childhood Setting</b> --primary or elementary school --child care center or home or --Head Start program	<b>Duration</b> --number of hours and/or days per week --number of weeks	<b>Early Childhood Age Group</b> --birth to age 3 --age 3 to age 5 --age 5 to age 8
Phase I ED 2650	Child care center or Head Start program	8 hours per week for 14 weeks	Birth to Age 3
Phase I ED 2750	Kindergarten	8 hours per week for 14 weeks	Age 3 to Age 5
Phase II Part 1 ECE 3210	Primary or Elementary School	Part-time: all day, 2 days per week for 14 weeks	Age 5 to Age 8
Phase II Part 2 ECE 3230	Primary or Elementary School	Part-time: all day, 2 days per week for 14 weeks	Age 5 to Age 8
Phase II Part 3 ECE 4210	Primary or Elementary School	Part-time: all day, 3 days per week, 14 weeks minimum	Age 5 to Age 8
Phase III Student Teaching ECE 4900	Primary or Elementary School	Full-time: all day, 5 days per week, 14 weeks minimum	Age 5 to Age 8

**Assignments are described on the following pages.**

Narrative:

Wright State University requires that all candidates complete three Phases of

fieldwork and clinical experiences. All field experiences are supervised, and candidates are assessed and provided written and verbal feedback on various aspects of their performance in each Phase. Phase I field experiences, ideally completed early in the sophomore year, introduce WSU students to the teaching profession through participation in the pK-12 school environment in the area of education that they are considering pursuing. Potential teacher candidates shadow a pK-12 teacher, working closely with the teacher to ascertain if this is the career he/she would like to pursue. Phase II focuses on the integration of academic content and various pedagogical methods utilized in effective instruction as the teacher candidate prepares more intensively for the student teaching experience in the future. In Phase II, candidates begin, more purposefully, to take on the role of the classroom teacher in all aspects. Phase III is the student teaching experience in which Student Teachers increase their skills and gain insight by participating in both “lead teaching,” and “co-teaching.”

Wright State University strives to ensure that all candidates experience a diversity of school settings. First, WSU aims to provide non-biased experiences by placing candidates in settings different from the candidate’s own K-12 setting and avoiding locations where candidates have family members attending or working. In addition, for Phase I and Phase II experiences, WSU staff review each candidate’s placement history to determine the candidate’s previous experiences and identify for the Phase II placement a setting that is different from what the candidate experienced in Phase I. To provide continuity and a depth of experience within one setting, candidates student teach in the same setting as the final internship of Phase II. Across the three Phases of field experiences, candidates typically experience both urban and suburban settings, and ideally a rural setting, if placement is available.

WSU students planning to enter the Early Childhood Education program spend one semester in a pre-kindergarten setting and an additional semester in a kindergarten placement. Once admitted to the program, teacher candidates are assigned a placement each of the four semesters in the program. The Office of Partnership and Field Experience places students in a first, second or third grade classroom during both semesters of their junior year. Records are kept so that teacher candidates are placed in a variety of settings and grade levels. During the senior year, a year-long placement is made in a first, second, or third grade classroom. During the first semester of their senior year, teacher candidates are in the classroom 3 days per week, leading to the student teaching semester in their final term at the university. During their tenure in the Early Childhood Education program, teacher candidates are placed in a variety of grade levels and in urban, suburban and rural schools.

**Early Field Experience Requirements/Expectations  
All Education Programs**

OSTP	ED 2650 (112 hours)	ED 2750 (112 hours)
<b>1. Students</b>	<ul style="list-style-type: none"> <li>• Learn students' names</li> <li>• Assist teacher with planning and content delivery</li> <li>• Develop motivational strategies</li> <li>• Work with a small group or individuals as appropriate.</li> <li>• Deliver predetermined behavioral support</li> <li>• Share personal interests and skills</li> <li>• Attend student activities, such as games and performances, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Work with small groups of students</li> <li>• Assist students in catch up after absences</li> <li>• Work with capable students for enrichment</li> <li>• Become involved in extra-curricular activities, as available (document on attendance artifact)</li> <li>• Follow a student to intervention services</li> <li>• Follow students to art, music and physical education, etc.</li> </ul>
<b>2. Content Knowledge</b>	<ul style="list-style-type: none"> <li>• Provide students with assistance by answering questions</li> <li>• Assist students in searching resources for an answer</li> <li>• Assist individual students with technology</li> <li>• Work with individuals and small groups for remediation and/ or enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and use real life examples</li> <li>• Become familiar with curriculum and instructional plan for the class</li> <li>• Develop questions that lead students from their previous knowledge to new content</li> </ul>
<b>3. Assessment</b>	<ul style="list-style-type: none"> <li>• Check or grade papers with a key</li> <li>• Record Grades</li> <li>• Record and comment on student writing</li> <li>• Observe student differences related to individual behavioral, emotional, physical and cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>• Develop objective test questions</li> <li>• Develop essay questions</li> <li>• Grade Essays</li> <li>• Develop a rubric</li> <li>• Know school grading policies</li> </ul>
<b>4. Instruction</b>	<ul style="list-style-type: none"> <li>• Write notes on the chalkboard or whiteboard</li> <li>• Operate Technology; explore new technology</li> <li>• Work with Teacher to locate resources and create materials.</li> <li>• Model appropriate language</li> <li>• Teach a routine part of lesson to whole group, if comfortable</li> <li>• Be present during curriculum planning</li> <li>• Take all opportunities to be in front of the class in formal as well as informal situations</li> </ul>	<ul style="list-style-type: none"> <li>• Create new learning center (or similar)</li> <li>• Supervise students during group times (CT present)</li> <li>• Review assignments with small groups</li> <li>• Facilitate small group discussions</li> <li>• Create/implement a lesson for a small group</li> <li>• Assist CT to present several lesson segments</li> <li>• Correct papers, as requested by CT</li> </ul>
<b>5. Learning Environment</b>	<ul style="list-style-type: none"> <li>• Take attendance / Pass out papers and supplies</li> <li>• Organize or file papers / materials</li> <li>• Create / Construct a bulletin board (interactive)</li> <li>• Help with staff duties (attendance, arrival, dismissal)</li> <li>• Participate in classroom activities</li> <li>• Shadow the CT in all classroom and non-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Know school discipline policies</li> <li>• Explain the reason for rules and policies</li> <li>• Discuss differentiation with CT</li> <li>• Work with groups/individuals needing enrichment or remediation.</li> <li>• Work with individuals/small groups for whom English is a second language</li> </ul>
<b>6. Collaboration and Communication</b>	<ul style="list-style-type: none"> <li>• Give directions to individuals and groups of students</li> <li>• Give accurate and concise directions to students</li> <li>• Take lunch count</li> <li>• Become familiar with emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Find out specific community resources with assist families/students</li> <li>• Find out the community resources that local families are using/relying upon</li> </ul>
<b>7. Professional Development</b>	<ul style="list-style-type: none"> <li>• Collaborate with CT and other educators</li> <li>• Review teacher handbook and dress code</li> <li>• Take initiative in the classroom</li> <li>• Attend faculty meetings / grade level meetings</li> <li>• With permission, Attend in-service meetings and staff development opportunities</li> <li>• With permission, attend IAP, IEP, and grade level meetings</li> <li>• Attend Parent / Teacher meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate on lesson writing</li> <li>• Write reflective journal entries</li> <li>• Reflect on instruction with students</li> <li>• Accurately and objectively describe student performance</li> <li>• Follow a student to intervention services, as available</li> </ul>

**Phase II Methods Field Experiences – Requirements/Expectations**  
*Early Childhood (ECE 3210 & ECE 3230) & Health and Physical Education (HPR 4100)*

OSTP	ECE 3210 (28 days) ECE 3230 (28 days) & HPR 4100 (126 hours)
<b>1. Students</b>	<ul style="list-style-type: none"> <li>• Collaborate closely with the cooperating teacher to:</li> <li>• Design and deliver developmentally appropriate lesson plans</li> <li>• Design and deliver differentiated instruction for small groups</li> <li>• Plan adaptations for a unit of instruction</li> <li>• Evaluate students</li> <li>• Develop motivational strategies</li> <li>• Deliver predetermined behavioral support</li> <li>• Provide individualized feedback</li> <li>• Learn the students (names, backgrounds, interests, academic needs, exceptionalities)</li> <li>• Learn about the community, neighborhood, school/school district</li> <li>• Participate in school-wide events</li> </ul>
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>• Learn the academic standards for your content and any curriculum mapping used by the CT(s)</li> <li>• Use content standards in writing lesson plans</li> <li>• Engage students in thinking about content at various levels</li> <li>• Use content-specific instructional strategies</li> <li>• Use a variety of content sources</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Collaborate closely with the cooperating teacher to:</li> <li>• Design, implement and evaluate formative assessment consistent with Ohio standards</li> <li>• Develop a pre-assessment</li> <li>• Assess student work in order to plan for further instruction/enrichment</li> <li>• Develop instructional goals</li> <li>• Use pre and post assessments</li> <li>• Design, collect, and analyze summative assessment data</li> </ul>
<b>4. Instruction</b>	<ul style="list-style-type: none"> <li>• Collaborate closely with the cooperating teacher to:</li> <li>• Teach lessons based on CT's lesson plans</li> <li>• Create/implement lesson plans with differentiation for students on IEPs</li> <li>• Include enrichment / extension plan as appropriate</li> <li>• Integrate technology into instruction</li> <li>• Create and lead classroom activities, assuming leadership with CT present.</li> <li>• Teach a minimum of 5 lessons in each content area</li> <li>• Co-plan unit instruction and co-teach with CT</li> <li>• Continue to participate in non-instructional tasks in the school/classroom</li> <li>• Continue working with individuals and small groups while transitioning to the whole group</li> <li>• Spend a majority of time instructing content area(s)</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn about the new Ohio content standards</li> </ul>
<b>5. Learning Environment</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Create supporting materials</li> <li>• Develop a new classroom routine that you will explain to the students.</li> <li>• Organize effective grouping arrangements</li> <li>• Create a variety of scaffolds to support independent learning</li> <li>• Plan and execute effective classroom transitions</li> <li>• Select a technology that is new to you and use it in a lesson that you teach or co-teach.</li> <li>• Observe and discuss with CT students who appear to be loners in the class</li> </ul>
<b>6. Collaboration and Communication</b>	<ul style="list-style-type: none"> <li>• Give clear verbal and written instructions</li> <li>• Develop materials to support student learning at home</li> <li>• Visit local communities agencies</li> <li>• Interact with professional staff</li> <li>• Attend data assessment meetings</li> <li>• Attend parent teacher conferences</li> <li>• Attend athletic events/extracurricular activities</li> <li>• Get to know the professional characteristics of the CT</li> <li>• Maintain a good working relationship with the CT</li> </ul>
<b>7. Professional Development</b>	<ul style="list-style-type: none"> <li>• Meet weekly to reflect on individual lessons, personal strengths and growth areas with CT</li> <li>• Objectively describe student behavior</li> <li>• Identify and describe what initiated student inappropriate behavior</li> <li>• Deliver new strategies based on reflecting about successfulness of other strategies.</li> <li>• Reflect on multiple lessons</li> <li>• Adjust teaching strategies based on analysis of data</li> <li>• Provide a rationale for new strategies</li> <li>• Analyze teaching video</li> <li>• Reflect on growth in the areas of content knowledge, pedagogical content knowledge, emotional intelligence, professionalism, diversity and technology</li> </ul>

## Phase II - First semester of the Year Long Internship – Requirements/Expectations

Early Childhood (ECE) Middle Childhood Education (MCE),  
Adolescent and Young Adult (AYA) and Multi-Age Education (MA)

### Minimum number of days:

ECE 4210 (42 days)

MCE - ED 6250 (35 days)

AYA & MA - ED 6430 - 6480 (35 days)

**\*\*NOTE - Since this is the first semester of the year long internship,  
expectations/requirements are greater**

**in order to prepare teacher candidates to move smoothly into student teaching**

<b>1. Students</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Design and deliver developmentally-appropriate lesson plans</li> <li>• Design and deliver differentiated instruction for small groups or individual students</li> <li>• Plan adaptations for a unit of instruction (TC initiated)</li> <li>• Evaluate students (formative and summative)</li> <li>• Develop motivational strategies for students on IEPs</li> <li>• Deliver predetermined behavioral support (for all and especially for students on IEPs)</li> <li>• Provide individualized feedback</li> <li>• Learn the students (names, backgrounds, interests, academic needs, exceptionalities)</li> <li>• Learn about the community, neighborhood, school district, and school building</li> <li>• Participate in school-wide events (document on attendance artifact)</li> </ul>
<b>2. Content Knowledge</b>	<ul style="list-style-type: none"> <li>• Learn the academic standards for your content and any curriculum mapping used by the CT(s)</li> <li>• Use content standards in writing lesson plans</li> <li>• Engage students in thinking about content at various levels</li> <li>• Research &amp; Use content specific instructional strategies apparent in lesson plans</li> <li>• Use a variety of content sources</li> </ul>
<b>3. Assessment</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Design, implement and evaluate formative <b>and summative</b> assessment consistent with Ohio standards</li> <li>• Develop a pre-assessment and use with students, <b>evaluate results</b></li> <li>• Assess student work in order to plan for further instruction/enrichment</li> <li>• Develop instructional goals <b>based on content standards</b></li> <li>• Use pre and post assessments</li> <li>• Design, collect, and analyze summative assessment data</li> </ul>
<b>4. Instruction</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Teach lessons based on Teacher Candidate's own lesson plans</li> <li>• Create and implement lesson plans with differentiation for students on IEPs</li> <li>• Include enrichment / extension plan as appropriate</li> <li>• Learn a new technology and integrate it into instruction</li> <li>• Create and lead classroom activities, assuming leadership with CT present.</li> <li>• Teach a minimum of 3 lessons in each content area each week in last half of the semester</li> <li>• Co-plan unit instruction and co-teach with CT on a regular basis in the last 3-4 weeks</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to participate in various non-instructional tasks in the school and classroom</li> <li>• Continue working with individuals and small groups while transitioning to the whole group</li> <li>• Spend a majority of time instructing content area(s)</li> <li>• Learn about the new Ohio Content standards</li> </ul>
<b>5. Learning Environment</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Create supporting materials for lessons taught</li> <li>• Develop a new classroom routine that you will explain to the students.</li> <li>• Organize effective grouping arrangements and evaluate results</li> <li>• Create a variety of scaffolds to support independent learning</li> <li>• Plan and execute effective classroom transitions</li> <li>• Select a technology that is new to you and use it in a lesson that you teach or co-teach.</li> </ul>
<b>6. Collaboration and Communication</b>	<ul style="list-style-type: none"> <li>• Give clear instructions, both verbal and written</li> <li>• Develop materials to support student learning at home</li> <li>• Visit local community agencies</li> <li>• Interact with professional staff</li> <li>• Attend data assessment meetings</li> <li>• Attend parent teacher conferences</li> <li>• Attend athletic events/extracurricular activities</li> <li>• Get to know the professional characteristics of the CT</li> <li>• Maintain a good working relationship with the CT</li> </ul>
<b>7. Professional Development</b>	<ul style="list-style-type: none"> <li>• Meet weekly to reflect on individual lessons, personal strengths and growth areas with CT</li> <li>• Objectively describe student behavior</li> <li>• Identify and describe what initiated student inappropriate behavior. Discuss with CT what can be done to modify it? Try it and evaluate results</li> <li>• Deliver new strategies based on reflection</li> <li>• Reflect on multiple lessons that you presented.</li> <li>• Adjust teaching strategies based on analysis of data</li> <li>• Provide a rationale for new strategies</li> <li>• Analyze teaching video of self.</li> <li>• Reflect on growth in the areas of content knowledge, pedagogical content knowledge, emotional intelligence, professionalism, diversity and technology</li> </ul>

## Phase II - First semester of the Year Long Internship – Requirements/Expectations

Early Childhood (ECE) Middle Childhood Education (MCE),  
Adolescent and Young Adult (AYA) and Multi-Age Education (MA)

### Minimum number of days:

ECE 4210 (42 days)

MCE - ED 6250 (35 days)

AYA & MA - ED 6430 - 6480 (35 days)

**\*\*NOTE - Since this is the first semester of the year long internship, expectations/requirements are greater in order to prepare teacher candidates to move smoothly into student teaching**

<b>1. Students</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Design and deliver developmentally-appropriate lesson plans</li> <li>• Design and deliver differentiated instruction for small groups or individual students</li> <li>• Plan adaptations for a unit of instruction (TC initiated)</li> <li>• Evaluate students (formative and summative)</li> <li>• Develop motivational strategies for students on IEPs</li> <li>• Deliver predetermined behavioral support (for all and especially for students on IEPs)</li> <li>• Provide individualized feedback</li> <li>• Learn the students (names, backgrounds, interests, academic needs, exceptionalities)</li> <li>• Learn about the community, neighborhood, school district, and school building</li> <li>• Participate in school-wide events (document on attendance artifact)</li> </ul>
<b>2. Content Knowledge</b>	<ul style="list-style-type: none"> <li>• Learn the academic standards for your content and any curriculum mapping used by the CT(s)</li> <li>• Use content standards in writing lesson plans</li> <li>• Engage students in thinking about content at various levels</li> <li>• Research &amp; Use content specific instructional strategies apparent in lesson plans</li> <li>• Use a variety of content sources</li> </ul>
<b>3. Assessment</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Design, implement and evaluate formative <b>and summative</b> assessment consistent with Ohio standards</li> <li>• Develop a pre-assessment and use with students, <b>evaluate results</b></li> <li>• Assess student work in order to plan for further instruction/enrichment</li> <li>• Develop instructional goals <b>based on content standards</b></li> <li>• Use pre and post assessments</li> <li>• Design, collect, and analyze summative assessment data</li> </ul>
<b>4. Instruction</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Teach lessons based on Teacher Candidate's own lesson plans</li> <li>• Create and implement lesson plans with differentiation for students on IEPs</li> <li>• Include enrichment / extension plan as appropriate</li> <li>• Learn a new technology and integrate it into instruction</li> <li>• Create and lead classroom activities, assuming leadership with CT present.</li> <li>• Teach a minimum of 3 lessons in each content area each week in last half of the semester</li> <li>• Co-plan unit instruction and co-teach with CT on a regular basis in the last 3-4 weeks</li> </ul>



	<ul style="list-style-type: none"> <li>• Continue to participate in various non-instructional tasks in the school and classroom</li> <li>• Continue working with individuals and small groups while transitioning to the whole group</li> <li>• Spend a majority of time instructing content area(s)</li> <li>• Learn about the new Ohio Content standards</li> </ul>
<b>5. Learning Environment</b>	<p>Collaborate closely with the cooperating teacher to:</p> <ul style="list-style-type: none"> <li>• Create supporting materials for lessons taught</li> <li>• Develop a new classroom routine that you will explain to the students.</li> <li>• Organize effective grouping arrangements and evaluate results</li> <li>• Create a variety of scaffolds to support independent learning</li> <li>• Plan and execute effective classroom transitions</li> <li>• Select a technology that is new to you and use it in a lesson that you teach or co-teach.</li> </ul>
<b>6. Collaboration and Communication</b>	<ul style="list-style-type: none"> <li>• Give clear instructions, both verbal and written</li> <li>• Develop materials to support student learning at home</li> <li>• Visit local community agencies</li> <li>• Interact with professional staff</li> <li>• Attend data assessment meetings</li> <li>• Attend parent teacher conferences</li> <li>• Attend athletic events/extracurricular activities</li> <li>• Get to know the professional characteristics of the CT</li> <li>• Maintain a good working relationship with the CT</li> </ul>
<b>7. Professional Development</b>	<ul style="list-style-type: none"> <li>• Meet weekly to reflect on individual lessons, personal strengths and growth areas with CT</li> <li>• Objectively describe student behavior</li> <li>• Identify and describe what initiated student inappropriate behavior. Discuss with CT what can be done to modify it? Try it and evaluate results</li> <li>• Deliver new strategies based on reflection</li> <li>• Reflect on multiple lessons that you presented.</li> <li>• Adjust teaching strategies based on analysis of data</li> <li>• Provide a rationale for new strategies</li> <li>• Analyze teaching video of self.</li> <li>• Reflect on growth in the areas of content knowledge, pedagogical content knowledge, emotional intelligence, professionalism, diversity and technology</li> </ul>

## Phase III Student Teacher Expectations

### *Undergraduate Licensure Programs*

Early Childhood- ECE 4900

Music – ED 4900 or ED 4500 and ED 4900    Health and Physical Education – ED 4290

### *Graduate Licensure Programs*

Middle Childhood Education – ED 6410

Adolescent and Young Adult – ED 6530-6560 / Multi-age ED 6570-6580

Intervention Specialist – EDS 6280, EDS 6480, EDS 6730

Teacher candidates should be fully responsible for the all portions of the class  
by the second week of the WSU Semester. Co-teaching encouraged

OSTP	
1. Students	<ul style="list-style-type: none"> <li>◦ Create new learning center (or similar)</li> <li>◦ Supervise students during group times (CT present)</li> <li>◦ Review assignments with small groups</li> <li>◦ Facilitate small group discussions</li> <li>◦ Create and implement a lesson for a small group</li> <li>◦ Work with CT to present several lesson segments</li> <li>◦ Adapt lessons for specific students</li> <li>◦ Create individualized materials</li> <li>◦ Create alternative assessments</li> </ul>
2. Content Knowledge	<ul style="list-style-type: none"> <li>◦ Students use a variety of resources</li> <li>◦ Design activities that encourage students to integrate information from multiple content sources</li> <li>◦ Engage students in thinking at all levels</li> <li>◦ Use Ohio content standards to develop unit plans</li> </ul>
3. Assessment	<ul style="list-style-type: none"> <li>◦ Use summative assessment data to adjust unit teaching strategies</li> <li>◦ Develop, implement, and evaluate multiple formative assessments</li> <li>◦ Develop nine week grading period</li> <li>◦ Design new strategies based on formative assessment data</li> <li>◦ Be responsible for assessment and recording /managing grades</li> </ul>
4. Instruction	<ul style="list-style-type: none"> <li>◦ Plan multiple lessons based on formative assessment data</li> <li>◦ Design new strategies based on formative, summative assessment</li> <li>◦ Develop unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning)</li> <li>◦ Prepare all lessons a week in advance</li> </ul>
5. Learning Environment	<ul style="list-style-type: none"> <li>◦ Design a classroom management system</li> <li>◦ Develop a plan for establishing routines/classroom procedures</li> <li>◦ Develop proactive and reactive classroom management plans</li> <li>◦ Be responsible for classroom environment and procedures to manage the class</li> </ul>
6. Collaboration and Communication	<ul style="list-style-type: none"> <li>◦ Regularly communicate with parents and administrators about student performance</li> <li>◦ Conduct home visits as needed</li> <li>◦ Attend community events</li> </ul>
7. Professional Development	<ul style="list-style-type: none"> <li>◦ Develop resumes and portfolios in preparation for professional life</li> <li>◦ Develop a teaching philosophy</li> <li>◦ Complete Teacher Performance Assessment</li> <li>◦ Reflect daily on student learning and personal growth</li> <li>◦ Become active in the school community</li> </ul>