Southern University and A&M College

School of Education

Office of Clinical Partnerships and Practice

**Field Experiences Handbook**



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# Introduction

Southern University and A&M College offers undergraduate and graduate degree programs in the field of education. We strive to maintain a positive working relationship with schools in the area and continue to work with school systems to advance the goals of the profession and to promote the effective preparation of quality educators. For clarity, Southern University refers to the field visitor as the *candidate* and to students in field classes as *pupils*.

Field experiences in the undergraduate education curriculum at Southern University prepare candidates and students to work effectively in schools as primary, elementary, secondary and special education educators. Candidates move from the observation of students and classroom activities to the role of the educator by assuming those duties. The formal field experiences begin in introductory education courses and progress through student teaching. Candidates are given opportunities to observe, plan, and practice in a variety of settings appropriate to the professional roles for which they are preparing.

This handbook outlines the skills candidates are expected to demonstrate related to field experiences. These skills are incremental, hierarchical and involve the candidate in the process of practicing the duties of an educator. Through observation, planning, and practice in the pre-methods, methods, and student teaching phases; candidates apply educational principles in more complex and demanding roles.

This handbook is designed to aid candidates and assist all stakeholders in the collaborative process of “field experiences.” It includes the philosophy, goals, and policies of the field experience component the responsibilities of participants and partners.

Diana Kelly February 9, 2017

 Approved: Diana Kelly, Chair, Curriculum and Instruction Date

VerJanis A. Peoples February 9, 2017

Approved: VerJanis A. Peoples, Director Date



**School of Education**

**College of Humanities and Interdisciplinary Studies**

**Southern University and A&M College**

**MISSION STATEMENT**

The School of Education prepares diverse professionals who foster learning by utilizing technology and best practices in diverse educational and clinical environments.

#### THE VISION

The School of Education will lead in integrated **best practices** for learning and teaching, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to improve the lives of individuals in a changing, complex, multicultural, and global society.

#### Conceptual Framework

The Conceptual Framework statement includes the integration of four knowledge and research-based themes that are foundational to the conceptual framework for the preparation of teachers and other school personnel at Southern University as represented in the conceptual framework logo. These are best practices, critical thinking, multicultural perspectives, and global perspective. Teacher graduates are expected to demonstrate knowledge of the major concepts, principles, theories, values, methods of inquiry, and uses of technology in the content area. They are expected to show understanding of relationships between the technical (pedagogical and behavior management techniques) and normative (social, political, and cultural) aspects of schooling additionally, they demonstrate attitudes and dispositions consistent with accepted modes of behavior in American society.

The unit establishes the conceptual framework as the cornerstone of all programmatic initiatives related to the preparation of educators and other school personnel, aligned with state and national standards. The institutional standards are as follows:

1. Teachers and other school personnel demonstrate best practices (a variety of learning and instructional strategies) and understand how to support children’s learning.
2. Teachers and other school personnel create learning environments that encourage student’s development of critical thinking and problem solving.
3. Teachers and other school personnel design and adapt instruction to meaningfully engage learners, from a multicultural perspective, to ensure that all children learn.
4. Teachers and other school personnel foster learning in technology-rich environments that encourage learner participation in information technology to nurture a global perspective and a sense of connectedness with the world.



# Section I. Field Experience Program Overview

Students and candidates expand their knowledge of factors impacting pedagogical decision-making, observation skills, and reflective practices as they participate in field experiences. Field experiences are divided into four levels that provide systematic and sequential experience:

Level I field experiences primarily focus on **observation**. Satisfactory completion of activities and assignments as noted in course syllabi is required. Activities may include: service learning, tutoring, student/teacher interviews, reading books, interacting with small groups, attending professional meetings, observing and identifying various learning styles; and special needs in a variety of settings. Students must provide a reflection of these experiences to course instructors.

Level IIfield experiences require students and candidates to demonstrate **instructional development**. Satisfactory completion of activities and assignments as noted in course syllabi is required. Activities may include: observation, active participation in teaching process, whole group instruction, small group instruction, conducting student assessment, integration of technology in instruction, case studies, recording teaching performance for review and reflection, developing dispositions for teaching and learning, developing implementation of LCET standards for instructions, management and planning in a variety of settings with diverse populations. Candidates must provide reflections of the experiences to course instructors.

Level IIIfield experiences are **clinical practice** or **student teaching** requiring a time of full immersion in the teaching community. Experiences may include: observation of teaching mentors and other professionals: attendance at parent teacher conferences and I.E.P.s when appropriate; responsibility of daily routines; or use of informational technology to support teaching. Candidates must record a minimum of 180 hours of teaching during which they are responsible for all planning and implementation. Candidates are expected to provide reflections of the experiences (in LiveText).

Level IV field experience for graduate programs are defined in the graduate catalog.

## Policies and Procedures

The Field and Clinical Experiences policies:

* Candidates are assigned to a number of diverse schools to complete field experience.
* Candidates are placed in public schools and organizations that agree to be participants in the field and clinical experiences program. The Office of Clinical Partnerships and Practice facilitates placements compatible with the course assignment and the certification area the candidate is pursuing.
* Students are required to **complete an orientation presented in class by the instructor** prior to beginning field experiences.
* While the majority of field activities are course related (Appendix A), others may be completed independently. Examples include: attending professional seminars, participation in professional organizations, and participation in university activities designed for PK-12 students. Candidates register for independent-participation hours with the Director of Office of Clinical Partnerships and Practice who supervises the activities.

## Placement Procedures

Placement of candidates is coordinated by the Director of Clinical Partnerships and Practice. Assignment for field experiences is consistent with our educational mission. It is the policy of the College of Education, Arts and Humanities that candidates shall not arrange placement with a particular teacher or school.

* The course instructor submits a course roster and the course-based field assignment to the Office of Clinical Partnerships and Practice.
* The instructor contacts the schools and the principal or designee assists in placement of the candidate based upon course requirements.
* The instructor sends the Cooperating Teacher’s/Mentor’s Information Form (Appendix B) to the cooperating teacher. A copy of the completed form should be kept on file in the Office of Clinical Partnerships and Practice.
* Instructors assign the students and candidates to an appropriate setting in one of the following public school systems or agencies: East Baton Rouge Parish School System, Southern University Laboratory School, Recovery School District, Zachary Community School System, City of Baker School System, Volunteers in Public Schools (VIPS), and other organizations and agencies. Diversity is a major consideration in assignments.
* The instructor notifies candidates upon confirmation from the schools.
* Candidates may begin field experiences after placements are approved by the instructor.
* Candidates must read chapter three: field experience orientation.
* Students and candidates are expected to complete assignments in the allotted time.
* Students and candidates must:
1. Maintain a record of their experiences on the Candidate’s Field-Based Experience Information Form and submit the completed form to the course instructor via LiveText.
2. Write a summary of the experience and submit it to the course instructor.
3. Complete other elements required by the course instructor.

# Section II: Candidate Orientation

Candidates are guests at the school or agency. Candidate’s behavior must be within professional norms.

* + 1. Dress professionally. Candidates are requiredto follow the dress code of the school assigned (Appendix C).
		2. Register as a visitor in the office.
		3. Report to site on assigned date.
		4. Do not take your cell phones in the school.
		5. Secure directions to the school or agency assigned ahead of time. Allow for travel time to and from the school. Parking space at many schools is minimal. Ask someone at the school about the proper place to park.
		6. Arrive at the school a few minutes early. Check in at the office and obtain directions to the assigned teacher’s room.
		7. Stay the entire length of your scheduled visit. Do not arrive or leave in the middle of a class period or activity or disrupt the class in any way.
		8. Ask the teacher to sign the Candidate’s Field-Based Experience Information Form (Appendix D) after each visit.
		9. If you are unable to attend a scheduled visit, notify both the university instructor and the school as soon as possible.
		10. While on the school grounds or in the school building, do not smoke, chew gum, talk, or behave in a loud or unruly manner.
		11. During observations of teachers and pupils:
* If students ask tell them you are writing notes on how to teach, then direct your attention back to your papers.
* Interact with the pupils as little as possible; unless directed to do so by the classroom teacher.
	+ 1. When serving as a teacher aide or assisting with teaching duties:
* Be prepared. Prepare lesson plans or other plans or other paperwork in advance.
* Be an effective communicator. If you do not understand, ask.
* Take the initiative to be helpful to the teacher without being overbearing.
* Work within the limits and guidelines prescribed by the teacher.
* Accept professional criticism for your professional growth.
	+ 1. Respect the right to privacy of all persons involved.
		2. Do not publicly criticize school, teachers, pupils, or curriculum.
		3. Remember that you are representing Southern University and are establishing important professional relationships.
		4. Upon completion of the field experience, ask the teacher to complete and sign the required Field Experience Form and return it to the university instructor. The teacher may choose to return the form directly to the university instructor. Submit the Candidate’s Field-Based Experience Information Form and the summary to the instructor.

## Quality of Field Experiences

Field experiences provide candidates with the opportunity to observe, plan, and practice in a variety of settings appropriate for their future roles as educators. Field experience components are well planned, sequential, and consistent with the principles of the Conceptual Framework. It is the responsibility of course instructors to select a variety of sites for field experiences with the cooperation of the Director of Clinical Partnerships and Practice, and school district personnel and partners. Sites should be chosen that represent the following characteristics.

* Diverse cultures
* Various socio-economic backgrounds
* Exceptional populations (students with disabilities, the gifted and talented)
* Inclusion settings
* Rural and urban schools
* Alternative schools
* Immersed technology

# Section III: Roles and Responsibilities

## Responsibilities of Provider

The College of Education, Arts and Humanities requires that school faculty:

* Agree to work with the candidate(s);
* Use a variety of effective teaching strategies and resource materials;
* Sign the Record of Observation Participation each day the candidate reports to you, and;
* Complete, sign, and submit the required Candidate’s Field-Based Experience Information Form at the end of the candidate’s assignment. The form may be sent with the candidate to submit to the course instructor or fax the form to 225-771-2292.

## University Faculty

University faculty members teaching courses requiring observation or participation experiences for students assume the following responsibilities:

1. Submit course roster and field experience assignment and number of hours required to the Office of Clinical Partnerships and Practice for all students and candidates registered for the course by Friday of the 2nd week of classes;
2. Provide specific information in the syllabus about the expectations of field experiences;
3. Provide campus-based training and preparation of students for the field;
4. Provide the required forms prior to the first visit for the field placement;
5. Inform the Office of Clinical Partnerships and Practice of any problems associated with the placement;
6. Serve as liaison between the College of Education, Arts and Humanities and the placement sites;
7. Assess performance specific to field experiences; and
8. Sign and submit Candidate’s Field-Based Experience Information Form and the rubric for each student who completed the field experience to Office of Clinical Partnerships and Practice.

## Office of Clinical Partnerships and Practice

The Director of Clinical Partnerships and Practice in conjunction with university faculty and the Clinical Partnerships & Practice Committee establishes policies and procedures for all observation and participation programs of the College of Education, Arts and Humanities and coordinates all contacts, operations, activities, and records that pertain to observation and participation experiences with university personnel and area school systems.

The Director of Clinical Partnerships and Practice is responsible for:

Coordinating all undergraduate programs in the College of Education, Arts and Humanities which require field experiences;

* Chairing the Clinical Partnerships & Practice Committee;
* Securing contractual agreements with participating school systems and other agencies for the placement of teacher candidates. These systems are: East Baton Rouge Parish School System, Southern University Laboratory School, Recovery School District, Zachary Community School System, City of Baker School System, Volunteers in Public Schools, and other organizations and agencies. (Contract letters are kept on file in the Office of Clinical Partnerships and Practice);
* Collaborate with principals and designees in the assignment of candidates to faculty in partner schools;
* Monitoring candidates’ progress and holding conferences as needed in response to concerns;
* Administer, summarize, and share program evaluation results at the end of each semester and revise programs as appropriate; and
* Provide program evaluation to Dean and Assessment Coordinator; and
* Prepare reports on candidate performance in field experiences for Dean and Unit Chairs.

## Partner School Systems

The partner school systems include public school systems and other agencies that provide opportunities for observation, participation, and teaching during field experiences prior to student teaching. East Baton Rouge Parish School System, Southern University Laboratory School, Recovery School District, Zachary Community School System, City of Baker School System, Volunteers in Public Schools and other organizations and agencies have been designated as Professional Development Schools and/or Partner Schools offering a setting for field experiences.

The purpose of a Professional Development School is to improve teaching and learning in the classroom and to prepare pre-service teachers entering the profession. Partner schools work in conjunction with Southern University, offering their school campus for classroom instruction, and candidate involvement onsite for field experiences.

The school has well-qualified clinical educators willing to participate in teacher preparation programs;

* The school is sensitive to diversity concerns in its curriculum and programs;
* The school reflects cultural diversity in the faculty and student populations;
* The school has adequate physical facilities with up-to-date instructional materials and equipment, including information technology;
* The school has a curriculum that includes optimum educational experiences for both pupils and teacher candidates;
* The school has teachers who utilize effective teaching strategies; and
* The school curriculum incorporates the State Content Standards and participates in the required state testing programs.

## School Principal

The principal determines quality educators who have a minimum of three years of experience and can serve as models for candidates. The principal asks the educator to complete Cooperating Teacher’s/Mentor’s Information Form (Appendix B) and return it to the Office of Clinical Partnerships and Practice and Classroom or the instructor. The Classroom Information Form (Appendix E) remains in the classroom for attending candidates.

After accepting responsibility for having a candidate in the school, the principal or designee:

* Helps create a supportive environment in which the candidate feels welcome and encouraged to become a member of an instructional team;
* Strongly promotes the involvement of school faculty in hosting candidates; and
* Ensures that the school faculty member is present when the candidate is in the classroom.

## Clinical Educators

Clinical educators must complete the Cooperating Teacher’s/Mentor’s Information Form (Appendix B) and return to The Office of Clinical Preparation and Practice. They are also asked to complete the Classroom Information Form (Appendix E) that will remain in the classroom for visiting students and candidates. Clinical educators enable candidates to participate in varied experiences that include the following:

* Observe and record social behaviors of pupils,
* Observe a variety of teaching methods and classroom management plans,
* Tutor individual pupils,
* Plan for instruction,
* Create bulletin boards,
* Create action plans,
* Analyze test data,
* Assist teacher with preparation of teaching materials,
* Teach,
* Observe students in testing situation,
* Assist with technology integration,
* Read teacher handbook/school policies,
* Read curriculum standards and benchmarks, etc.; and
* Develop case studies of pupils (if required by instructor).

# Section IV: Field Experiences Guidelines

Candidates participating in field experiences must provide a request for entry into the schools. A copy of that letter should be kept by the candidate and presented on request by the cooperating school system. Some schools may require a copy for their records. The instructor of record making the assignment must approve field experience assignments and sites.

1. Field experience hours must be completed in a variety of school settings and sites. These hours **shall not** be completed in schools where the candidate attended as a student, has children attending, or relatives working at the site.
2. Candidates employed at approved field experience sites may complete up to 50% of course required hours on site. **Approval of course instructor is mandatory.**
3. **Field experience hours required for one course cannot be applied to hours required for a different course.** This is viewed as cheating and will result in either no credit for the assignment or an F in the course depending upon the discretion of the instructor.
4. Candidates complete the Field Experience RequestForm (Appendix F) with an explanation of course requirements. This form is signed by the course instructor. Candidates present the document to the administrator at the field experience site.
5. No more than two candidates may observe in a classroom at a given time. Scheduling with cooperating teachers prior to observation is required.
6. Total duration of time for field experiences in PK-12 classrooms must align with the course content requiring the experience. Clock time does not necessarily equal log time. *Example: Field experience log time for methods courses cannot count recess, lunch, or enrichments that interrupt core subjects*.
7. Candidates cannot observe substitute teachers, uncertified teaching personnel, or student teacher candidates.
8. A valid Southern University ID is required upon entry into schools.
9. Candidates must follow parish and school policy for signing in and out of schools, wearing identification, and notifying principals and cooperating teachers prior to observation.
10. A record of time spent at field experience site must be signed by the teacher at site and submitted to course instructor at completion of the field experience (Appendix D).
11. Candidates must submit the Field Experience Request Form (Appendix F) electronically, upon completion of coursework. A copy of this form must be presented upon request to professors, advisors, or Director of Clinical Partnerships and Practice.

***Any questions or concerns that arise during field experiences should be discussed with the respective instructor or the Director of Clinical Partnerships and Practice.***

## Related Field Experience Issues

1. Candidates may not administer nor serve as official witness for corporal punishment. If observed, report to course instructor or Director of Clinical Partnerships and Practice immediately.
2. Field experience candidates shall not participate in or communicate with students via text messages; e-mail; social media; cell phone; blackberry; i-phone, etc. All communication must be supervised by cooperating teacher and be consistent with school district policy.
3. The use of cell phones is prohibited on the school campus.
4. A certified classroom teacher must be present during all contact with students.
5. Candidates may not express religious views in the classroom or with students outside the classroom. Religious activities are prohibited on school site.
6. Pre-service teacher candidates should not have access to student records.

# Appendix A: Courses of Field Experience in Education

The following listings are a sampling of required courses with required field experience hours. Please see faculty advisors regarding degree plans or refer to Southern University Catalog for specific course requirements (and offerings) per degree.

If a course is not listed, the Director of Clinical Partnerships and Practice will analyze the syllabus for its function in the teacher preparation program.

Level I

|  |  |  |
| --- | --- | --- |
| **COURSE** | **HOURS and TYPE OF FIELD EXPERIENCE** | **Portfolio level** |
| BHVS 220Educational Psychology | 20 hrs. structured observation | I |
| BHVS 230Child Psychology | 20 hrs. structured observation | I |
| BHVS 240 Adolescent Psychology | 20 hrs. structured observation | I |
| CRIN 211 Principles of Education | 20 hrs. structured observation | I |
| SPED 299Survey of Exceptional Child  | 20 hrs. structured observation | I |

Level II

|  |  |  |
| --- | --- | --- |
| **COURSE** | **HOURS and TYPE OF FIELD EXPERIENCE** | **Portfolio level** |
| CRIN 315 Art in Elementary School | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIR 323Art in Elementary School | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIN 324Techniques for Teaching in Secondary Schools | 30 hrs. observation, instructional development, and direct teaching | II |
| CRIR 327 Early Childhood Reading | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIN 330 Elementary Social Studies | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIN 336Elementary Science Methods | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIN 337 Elementary Reading Methods | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIN 346Middle School Science Methods | 30 hrs. observation, instructional development, and direct teaching | II |
| CRIN 347Middle School Reading | 30 hrs. observation, instructional development, and direct teaching | II |
| CRIN 352Children’s Literature | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIN 353Practicum in Reading | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIN 357Math Activities for Elem School Teaching | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIR 323Multicultural Education | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIR 327Early Childhood Reading | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIR 328Classroom Management | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIR 335Elementary Math Methods | 20 hrs. observation, instructional development, and direct teaching | II |
| CRIR 336Elementary Science Methods  | 20 hrs. observation, instructional development, and direct teaching | II |

Level III

|  |  |  |
| --- | --- | --- |
| **COURSE** | **HOURS and TYPE OF FIELD EXPERIENCE** | **Portfolio level** |
| CRIN 402Evaluation Procedures | 30 hrs. observation and instructional development, and direct teaching | III |
| CRINN 417 Music in the Secondary Schools | 40 hrs. observation and instructional development, and direct teaching | III |
| CRIN 420Techniques of Teaching Biological & Physical Science I | 30 hrs. observation and instructional development, and direct teaching | III |
| CRIN 421Methods & Materials in Secondary Social Studies | 30 hrs. observation and instructional development, and direct teaching | III |
| CRIN 422Methods & Material in Teaching Secondary English | 30 hrs. observation and instructional development, and direct teaching | III |
| CRIN 425Methods/Materials in Teaching Secondary Math | 30 hrs. observation and instructional development, and direct teaching | III |
| CRIN 495Teaching Reading in Secondary Schools | 30 hrs. observation and instructional development, and direct teaching | III |

# Appendix B: Cooperating Teachers/Mentors Information Form

**Southern University College of Education, Arts and Humanities**

The requested information is used to meet the requirements of the state and national accreditation agencies for undergraduate and graduate programs, to enable the candidate to document field experience hours in the electronic portfolio system. Thank you for your assistance.

**Please check your role:**

**\_\_\_ Supervising Teacher of Student Teachers \_\_\_ University Supervisor**

 **\_\_\_ Cooperating Teacher**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gender: Male\_\_\_\_ Female \_\_\_\_\_

First Middle/Maiden Last

**School**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Parish/District**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Current Teaching Assignment**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Grade Level(s) Subject(s)**

**School E-mail**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Fluent in Multiple Languages**: Yes No

**Race**:

\_\_American Indian or Alaskan Native \_\_ Foreign/Non-Resident Alien

\_\_Asian or Pacific Islander \_\_ Hispanic

\_\_ Black, Non-Hispanic \_\_ White, Non- Hispanic \_\_Not Reported

**Please check all that apply**:

\_\_ State Certification \_\_ National Board Certification

\_\_ Currently Seeking National Board Certification

**Certification Type: If unsure, please check the Teach LA site** ([http://teachlouisiana.net](http://teachlouisiana.net/))

Type A Practitioner Teacher

Type B Out of State Provisional Certification

Type C Out of Field Authorization to Teach

Level 1 Professional Certification Temporary Authority to Teach

Level 2 Professional Certification Temporary Employment Permit

Level 3 Professional Certification Ancillary Certification

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal/Designee Date**

***Principal’s or designee’s signature indicates approval for the teacher/mentor named on the form to serve in specified role.***

**Certification Areas**:

*Delete areas which do not apply.*

|  |  |  |
| --- | --- | --- |
| Elementary Grades 1-8 | Vocational Agriculture | Mild/Moderate |
| Elementary Grades 1-6 | Vocational Home Econ. | Severe/Profound |
| Lower Elem. Grades 1-4 | Family & Cons. Science | Mentally Retarded |
| Upper Elem. Grades 5-8 | Physical Education | Learning Disabled |
| Kindergarten  | Health & Physical Ed. | Academically Gifted |
| Nursery School |  Driver/Traffic Safety Ed. | School Librarian |
| Early Interventionist  | Aerospace Education | Media Specialist |
| English | French | Guidance Counselor |
| Math  | Spanish | Counselor in Elem./Sec. Schools |
| General Science | Journalism | Supervisor of Student Teaching |
| Biology | Speech | Reading Specialist |
| Chemistry  | Bus/Office Ed. | Principal (K-12) |
| Physical Science | Bus. Ed. Subjects | Elementary School Principal |
| Social Studies | Coop. Office Ed. | Secondary School Principal |
| Instrumental Music  | Computer Literacy | Parish/City School Sup. of Instruction |
| Art | Health Occupation | School Superintendent  |
| Prek-3 Certification  | Educational Technology | English Second Language ESL  |
|  |  |  |

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. Are you currently teaching or working in your area of certification?**  Yes No

**2. Highest degree earned**:

 Bachelor’s Master’s Master’s +30 Specialist Doctoral

**3. Total years teaching**:\_\_\_\_\_\_(minimum of 3 years required)

**Total years at this site**: \_\_\_\_\_\_\_\_\_\_\_\_\_**.**

**4. How often do you incorporate technology into your teaching and learning activities?**

⁭ daily ⁭ weekly ⁭ monthly

**5. How often do your students use technology in learning activities?**

⁭ daily ⁭ weekly ⁭ monthly

**6. How often do you develop and teach lessons that incorporate diversity (ethnic, racial, gender, and socioeconomic groups)?**

 ⁭ daily ⁭ weekly ⁭ monthly ⁭ annually

**7. Do you meet the qualifications to serve as a Supervisor of Student Teaching?**

\_\_\_ Yes \_\_\_ No

**8. Have you completed assessor training through the Louisiana Teaching Assistance and Assessment Program?**  Yes No

**9. Have you completed mentor training through the Louisiana Teaching Assistance and Assessment Program?**  Yes No

**10. Are you one of the following?** If so, please circle.

Technology facilitator Resource Helping Teacher Curriculum Coach/Instructor

**List professional organization in which you are a member:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*NOTES**:

*Submit to the assigned university instructor. All teachers at methods sites must**submit a completed form each academic year*.

**Qualifications to be a cooperating teacher**:

1. Recommended by the principal.
2. Hold a valid LA teaching license.
3. A minimum of three years of teaching experience.
4. Complete Cooperating Teachers/Mentors Information Form and submit it to the Office of Clinical Partnerships and Practice.
5. Complete Field-Based Experiences Classroom Information Form to be kept in the classroom.

Field Experience Cooperating Teacher:

Submit Complete Cooperating Teachers/Mentors Information Form to the principal to be either;

1. E-mailed to: ronnie\_foster@subr.edu or
2. Mailed to: Ronnie L. Foster

Interim Director of Clinical Partnerships and Practice

 P.O. Box 9983

 Baton Rouge, LA 70813-9983

1. Complete Cooperating Teachers/Mentors Information Form must be submitted to the Office of Clinical Partnerships and Practice before any candidate may begin documenting field experience.

# Appendix C: Dress Code

Candidates in violation of this policy will not be allowed to complete field experience in the partner schools. Candidates are expected to review each school district’s dress code policy before the site visit and adhere to that code.

**Southern University - College of Education, Arts and Humanities**

|  |  |
| --- | --- |
| **Field Experience Dress Code** | **Field Experience Code of Conduct** |
| Candidates will maintain their person and clothing in a clean and orderly manner that reflects pride in self and the university. These guides are designed to assist candidates in setting a standard for personal appearance, which affects attitude, behavior, and the learning process within an assigned partner school. | Southern University requires candidates conduct themselves in a manner that provides an orderly process of education and ensures the safety and welfare of all pupils who attend these schools. When the behavior of a candidate comes in conflict with the rights of others, corrective action may be necessary for the benefit of both the candidate and the partner school. |
| **A. Dress** | **A. Behavior** |
| 1. Patches, symbols, writings, etc., which are vulgar or offensive are not allowed. Words that advertise alcohol, gambling, cigarettes and/or drugs are prohibited.
2. Hats or caps will not be worn inside school buildings.
3. Unless prescribed by a doctor, dark glasses or any type of sunglasses shall not be worn in the school building.
4. No transparent or mesh garments.
5. Tattoos must be covered when at a school.
6. Low cut blouses or shirts/tops with thin straps or no straps are not acceptable.
7. Tops/blouses that show skin from the waistline up when raising arms to write on the board are not allowed.
8. No pants sagging below the waistline.
 | 1. No candidate is to eat, drink, or chew gum in a partner teacher’s classroom.
2. Smoking is prohibited.
3. The use of offensive or vulgar language on or around the school campus and/or classroom is prohibited.
4. The candidate is prohibited from displaying any behavior that interrupts or distorts the learning process within the schools and/or classrooms.
 |
| **B. Pants/Skirts/Shorts** | **B. External Devices** |
| 1. Skirt slits (long or short skirt) must not extend higher than four inches above the back crease of the knee.
2. Shorts, of any kind, are not to be worn, with the exception of teaching physical education.
3. No jeans of any color shall be worn.
 | 1. The use of cell phones and/or pagers is prohibited on the partner school campus.
 |
| **C. Shoes** |  |
| No slippers, flip-flops, beach shoes or cleats. |  |
| **D. Jewelry** |  |
| Body piercing, e.g., nose rings, eyebrow rings, lip rings, cheek rings, tongue rings are not permitted. |  |

# Appendix D: Candidate’s Field-Based Experience Information Form

**College of Education, Arts and Humanities**

**Clinical Partnership and Practice**

**Part I**:Completed by candidate

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course #: \_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School/Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parish/District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_ Time in: \_\_\_\_Time out:\_\_\_/ \_ Date:\_\_\_ Time in: \_\_\_\_ Time out:\_\_\_\_/\_\_\_\_

Date:\_\_\_ Time in: \_\_\_\_Time out:\_\_\_/\_\_ Date:\_\_\_ Time in: \_\_\_\_ Time out: \_\_\_\_/\_\_\_\_

Date:\_\_\_ Time in: \_\_\_\_Time out:\_\_\_/\_\_\_\_\_**Total Time in Field: \_\_\_\_\_hr. \_\_\_\_\_ min.**

Level 1 (Observation):\_\_ Level 2 (Direct Teaching/Tutoring):\_\_ Level 3 \_\_\_\_\_

One-on-one: \_\_\_ One-on-one: \_\_\_ Student Teaching

Small Group: \_\_\_ Small Group: \_\_\_

**Part II:** Information from Classroom Information Form B

Indicate the number of students participating in the classroom activity or being observed.

**Participants:** *Please indicate a numerical value for each.*

Total number of students: \_\_\_\_\_\_\_ Males:\_\_\_\_\_\_\_\_ Females:\_\_\_\_\_\_\_\_\_\_\_

Total number of students with exceptionalities: \_\_\_\_\_\_\_\_\_\_\_\_\_

***Indicate the number of students participating in the activity.***

\_\_\_\_\_Autism \_\_\_\_\_Deaf/Blind \_\_\_\_\_ ESL \_\_\_\_\_Developmental Delay

\_\_\_\_\_Gifted \_\_\_\_\_Hearing Impairment \_\_\_\_\_Emotional Disturbance

\_\_\_\_\_Infant and Toddlers with Disabilities \_\_\_\_\_Mental Disability

\_\_\_\_\_Other Health Impairment (may include ADD) \_\_\_\_\_Multiple Disabilities

\_\_\_\_\_Specific Learning Disability \_\_\_\_\_Orthopedic Impairment

\_\_\_\_\_Speech/Language Impairment \_\_\_\_\_Talented

\_\_\_\_\_Traumatic Brain Injury \_\_\_\_\_Visual Impairment

\_\_\_\_\_Temporary Disability (broken arm, broken leg, etc.) \_\_\_\_\_Limited Proficiency

***Grade Levels:*** *Select the grade(s) of the participants:*

\_\_\_\_\_Early Intervention (Birth to 3) \_\_\_\_\_Pre-K \_\_\_\_\_Kindergarten

\_\_\_\_\_1st \_\_\_\_\_2nd \_\_\_\_\_3rd \_\_\_\_\_4th \_\_\_\_\_4.5 \_\_\_\_\_5th

\_\_\_\_\_6th \_\_\_\_\_7th \_\_\_\_\_8th \_\_\_\_\_8.5 \_\_\_\_\_9th \_\_\_\_\_10th

\_\_\_\_\_11th \_\_\_\_\_12th

***Ethnicity:*** *Please indicate the number of students for each ethnicity within the class.*

\_\_\_\_\_American Indian or Alaskan Native \_\_\_\_\_Hispanic

\_\_\_\_\_Asian or Pacific Islander   \_\_\_\_\_Not Reported

\_\_\_\_\_Black, Non-Hispanic \_\_\_\_\_White, Non- Hispanic

\_\_\_\_\_Foreign/Non-Resident Alien

**Part III:** Completed by the candidate and signed by the teacher. The teacher will sign after **each** field experience occurs.

Subject Observed/Taught: Indicate time spent in each subject

Art/Music \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Business \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Foreign Languages \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Health/PE \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Language Arts \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Mathematics \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Science \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Social Studies \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Special Education \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Other \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TOTAL \_\_\_\_\_\_**hrs. \_\_\_\_\_\_min.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature Date Candidate’s Signature

Journal Entry:

Purpose of observation or direct teaching experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection of Learning:

A reflection (four to five sentences) is required for entry into LiveText. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Record data in LiveText**

# Appendix E: Classroom Information Form

Southern University and A&M College

College of Education, Arts and Humanities

A copy of this form remains in the field classroom in order to accommodate other candidates.

**Teacher’s Name:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **First Middle Last**

**Breakdown of participants:** Please indicate a numerical value for each.

Total Number of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_ Males: \_\_\_\_\_\_ Females: \_\_\_\_\_\_\_\_\_

Total Number of Students with Exceptionalities: \_\_\_\_\_\_\_\_\_\_\_\_

**Exceptionalities:** Indicate the number of students in the class with any of these exceptionalities.

\_\_\_\_\_Autism \_\_\_\_\_Deaf/Blind **\_\_\_\_\_** ESL \_\_\_\_\_Developmental Delay

\_\_\_\_\_Gifted \_\_\_\_\_Hearing Impairment \_\_\_\_\_Emotional Disturbance

\_\_\_\_\_Infant and Toddlers with Disabilities \_\_\_\_\_Mental Disability

\_\_\_\_\_Other Health Impairment (may include ADD) \_\_\_\_\_Multiple Disabilities

\_\_\_\_\_Specific Learning Disability \_\_\_\_\_Orthopedic Impairment

\_\_\_\_\_Speech/Language Impairment \_\_\_\_\_Talented

\_\_\_\_\_Traumatic Brain Injury \_\_\_\_\_Visual Impairment

\_\_\_\_\_Temporary Disability (i.e., broken arm, broken leg, etc.) \_\_\_\_\_Limited Proficiency

**Grade Levels**:Select the grade(s) of the participants

\_\_\_\_\_Early Intervention (Birth to 3) \_\_\_\_\_Pre-K \_\_\_\_\_Kindergarten

\_\_\_\_\_1st \_\_\_\_\_2nd \_\_\_\_\_3rd \_\_\_\_\_4th \_\_\_\_\_4.5

\_\_\_\_\_5th \_\_\_\_\_6th \_\_\_\_\_7th \_\_\_\_\_8th \_\_\_\_\_8.5

\_\_\_\_\_9th \_\_\_\_\_10th \_\_\_\_\_11th \_\_\_\_\_12th

**Ethnicity**:Please indicate the number of candidates for each ethnicity within the class.

\_\_\_\_\_American Indian or Alaskan Native \_\_\_\_\_Hispanic

\_\_\_\_\_Asian or Pacific Islander \_\_\_\_\_Not Reported

\_\_\_\_\_Black, Non-Hispanic \_\_\_\_\_White, Non- Hispanic

\_\_\_\_\_Foreign/Non-Resident Alien

**Subject**:Select the subject(s) taught*.*

\_\_\_\_\_ Art/Music \_\_\_\_\_ Mathematics \_\_\_\_\_ Language Arts

\_\_\_\_\_ Business \_\_\_\_\_ Science \_\_\_\_\_ Foreign Language

\_\_\_\_\_ Social Studies \_\_\_\_\_ Other: \_\_\_\_\_ Health/PE \_\_\_\_\_ Special Education

# Appendix F: Field Experience Request Form

**Southern University and A&M College**

**College of Education, Arts and Humanities**

The completed form may be e-mailed to each school individually in order for a candidate to be granted field experience. (Do not mass e-mail this form.) Candidates may hand deliver to contact person at school site prior to the date requested.

All areas of the form must be completed in order for field experience to be assigned at the site request.

Date of request \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone(s) \_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course name and number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty instructor/professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purpose of observation or direct teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade requested (be specific) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject requested (be specific) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Regular Education

\_\_\_\_ Special Ed (check) \_\_\_inclusion \_\_\_\_self-contained \_\_\_\_\_ resource

\_\_\_\_ Observation, only; \_\_\_\_Direct Teaching (tutoring); or \_\_\_\_\_both areas

Number of hours requested \_\_\_1-3 Hrs. \_\_\_3-5 Hrs. (May not request more than 5 hours at any one site) (Schools may not grant entire # of hours requested.)

Deadline date of field assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates and times requested. Give specific dates and times. Ex. Tues., Sept 7th 9-11 a.m. 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

**University Instructor Date**