

AUBURN UNIVERSITY MONTGOMERY

College of Education

Field Experience Manual

Office of Student Services and Teacher Certification

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The Field Experience Manual is designed to assist the Field Candidate, Cooperating Teacher, Cooperating Principal and the University Supervisor in the facilitation of successful completion of field experiences in diverse field settings.

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Guidelines for Field Experiences: Education Majors

As part of this teacher preparation program, the candidate is required to complete a series of field experiences in diverse educational settings. Prior to the field experience, the candidate has declared a major or area of interest. As the candidate continues this major, his/her curriculum plan requires specific field experiences designed to implement appropriate instructional competencies. Candidates, faculty, and personnel of cooperating systems are urged to utilize this manual prior to the field experiences in order to implement the appropriate activities during the semester.

The College of Education is constantly seeking to improve the quality of the preservice teacher's development and training. The collaboration between the University, the candidate, and the area schools produces confident and competent professionals (the **Professional Educator**). The faculty and staff of Auburn University Montgomery offer our sincere wishes as the challenge and responsibility of this important phase of professional development at the preservice level is completed.

Please feel free to contact the Office of Student Services and Teacher Certification at 334-244-3451, if there are further questions or if this office can be of assistance.

Conceptual Framework

The College of Education is actively engaged in preparing future teachers and other education-related professionals for positions in classrooms and human service agencies. Professional study in the College of Education is based on a model that recognizes and prepares teachers as **Professional Educators**. The school is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is the vision of the College of Education to prepare **competent, committed, and reflective** professional educators.

- **Competent** - Equipped with the knowledge, skills, and technological expertise to help all individuals learn and develop.
- **Committed** - Dedicated to the ethical practices and collaboration that serve as a foundation of diverse and intellectually vibrant society.
- **Reflective** – Devoted to analyzing their past practices in ways that fuel ongoing learning and improve future practices.

These three dispositions form the foundation for the professional teacher, administrator, or counselor working in the school setting. The AUM College of Education recognizes that the development of a competent, committed, and reflective educator means the development of a **Professional Educator**.

All AUM candidates spend extensive amounts of time as a portion of the professional education courses in schools and classrooms. These education experiences entail diversity in many forms. They provide AUM candidates with practical knowledge of reality as experienced in the P-12 classrooms. The field experiences provide operative, reflective and collaborative knowledge toward the development of the **Professional Educator**.

The professional dispositions and outcomes are designed to develop the **Professional Educator**. The professional dispositions and outcomes are in concert with the School's program goals, the internship evaluation, the Alabama Department of Education Standards, the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), the National Board of Professional Teaching Standards (NBPTS), and EDUCATEAlabama.

The AUM College of Education adopted the following list of ten outcomes:

1. **Subject Matter Knowledge (Disposition: Competent)**
The Professional Educator understands the central concepts, tools of inquiry, and structures of the disciplines.
2. **Human Development (Disposition: Competent)**
The Professional Educator understands how people learn and develop.
3. **Diversity (Disposition: Competent, Reflective)**
The Professional Educator understands how students different in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. **Planning (Disposition: Competent, Committed, Reflective)**
The Professional Educator develops plans based on knowledge of subject matter, students, community, and curriculum goals.
5. **Learning Environment (Disposition: Competent, Committed, Reflective)**
The Professional Educator uses an understanding of individual and group motivation, plus is responsible for managing and monitoring student learning.
6. **Instructional Strategies (Disposition: Competent, Committed, Reflective)**
The Professional Educator understands and uses a variety of instructional strategies.
7. **Communication (Disposition: Competent)**
The Professional Educator uses knowledge of effective verbal, nonverbal, and media communication technologies.
8. **Assessment (Disposition: Competent, Reflective)**
The Professional Educator uses formal and informal assessment strategies to evaluate.
9. **Technology (Disposition: Competent)**
The Professional Educator is proficient in the use of technology to enhance teaching and learning.
10. **Professionalism (Disposition: Committed, Reflective)**
The Professional Educator is a reflected practitioner who evaluates the effects of his/her choices and actions on others, and seeks to grow professionally.

Disposition/Outcome/Indicator Assessments

Candidates are expected to progress toward the achievement of the ten outcomes. Outcome/indicator assessments will be periodically conducted and progress will be monitored.

Purposes of the Field Experiences

The general purpose(s) of field experiences are as follows:

1. To provide career exploration opportunities for preservice candidates.
2. To provide AUM candidates opportunities to observe and experience instructional techniques and methods utilized in the P-12 schoolsetting.
3. To provide AUM candidates with a better understanding of P-12 pupils.
4. To provide experiences that will give the preservice teacher opportunities to integrate theoretical and field base knowledge.
5. To enhance the candidate's preparation to become a **Professional Educator** through the development of AUM's Outcomes and Indicators.

Field assignments and experiences will be presented and discussed by the AUM instructor. The assignment forms will be completed and returned to the Office of Student Services and Teacher Certification within the first week of classes each semester. *If possible, the field experience will include the opening and/or the closing of a school year.* The specific objectives for the field experiences will also be presented and discussed by the AUM instructor. The means for evaluating the field experiences are prescribed by the individual AUM instructor. *In many cases the course grade will be withheld or reported as an "F" if the field experiences are not successfully completed.*

- The **undergraduate student** field experiences are divided into four areas: (1) Pre-Professional Field Program, (2) Professional Field Program, (3) Professional Practicum Experience, and (4) Professional Internship. This manual details basic information for both the Pre-Professional and Professional Field Programs. Information concerning the Professional Internship Program is contained in the Intern Manual published by the College of Education.
- The **graduate student** field experiences are divided into three areas: (1) Professional Field Program, (2) Professional Practicum Experience, and (3) Professional Internship. This manual details basic information for the Professional Field Program. Information concerning the Professional Internship Program is contained in the Intern Manual published by the College of Education.

Application for Field Experiences

The AUM candidate in each education class is responsible through the instructor for requesting an assignment. The instructor distributes the lab request forms to the class. The candidate is responsible for completing the request form and returning it to the instructor **no later** than the second class meeting.

Placement, Assignment, and Diversity

Currently AUM College of Education places candidates within the following Alabama school districts:

Alexander City	Andalusia City	Autauga County	Baldwin County
Brewton City	Butler County	Chilton County	Conecuh County
Covington County	Crenshaw County	Dallas County	Elmore County
Hoover City	Houston County	Jefferson County	Lowndes County
Lee County	Montgomery County	Monroe County	Opelika City
Ozark City	Pike Road	Selma City	Sylacauga City
Tallapoosa County	Tallassee City	Troy City	

AUM candidates will be allowed to select one of the above school districts **with some limitations**. Request for an assignment to a school district not listed is generally denied.

Once the Office of Student Services and Teacher Certification receives the Field Request Form, the appropriate person in the school system is notified of the request. Assignments are made with a deliberate attempt to provide the AUM candidate with opportunities to work with diverse learning communities. Field experiences will span all the grades for which certification is sought. At least half of the field experiences will be in the candidate's teaching field.

When the assignment is approved, the Office of Student Services and Teacher Certification notifies the instructor of the candidate's placement. The assignment includes dates and times for the initial visit along with the name of the assigned school.

The AUM College of Education prepares preservice teachers to be successful in a variety of school settings with diverse student populations. To assure diversity of field assignments, the College of Education has Memorandum of Agreement with Diverse School Settings.

Responsibility of Participants

The responsibilities of the AUM candidate, AUM instructor, Cooperating Teacher, Cooperating Principal, and the Director of Student Services and Teacher Certification are as follows:

AUM Candidate – The candidate is responsible for the following:
<ul style="list-style-type: none">• Report to the school/teacher at the assigned time and date.
<ul style="list-style-type: none">• Always report to the school office when first arriving at the P-12 school.
<ul style="list-style-type: none">• Remember, you are a guest in the P-12 school.
<ul style="list-style-type: none">• Abide by school rules, dress codes, and general procedures of the P-12 school.
<ul style="list-style-type: none">• Complete all assigned observations/research/activities in a timely manner.
<ul style="list-style-type: none">• Return appropriate documentation and evaluation forms to the AUM instructor.
<ul style="list-style-type: none">• Reflect upon field experiences in a professional manner.
<ul style="list-style-type: none">• Before leaving the school setting, notify the cooperating teacher of the specific times and dates of your next visit.
<ul style="list-style-type: none">• Treat field dates and times as you would any important appointment.
<ul style="list-style-type: none">• Complete any online surveys related to field experience required by AUM.

Responsibility of AUM Instructor

AUM Instructor – The AUM instructor is responsible for the following:
<ul style="list-style-type: none">• Write the Cooperating Teacher at the assigned school concerning the course field requirements and expectations.
<ul style="list-style-type: none">• Provide constructive feedback to the AUM candidate after the school visits.
<ul style="list-style-type: none">• Discuss the field experiences with the Cooperating Teacher if appropriate.
<ul style="list-style-type: none">• Serve as a liaison between the assigned school and the AUM College of Education
<ul style="list-style-type: none">• Assist the Cooperating Teacher in completing the evaluation.
<ul style="list-style-type: none">• Assign final course grades, which most likely will include the participation in the field experience.
<ul style="list-style-type: none">• Verify that all candidates have completed field experience surveys.

Responsibility of Cooperating Principal

Cooperating Principal – The cooperating principal is responsible for the following:
<ul style="list-style-type: none">• Work as a professional clinical team member with the university instructor and the Cooperating Teacher to ensure a successful field experience.
<ul style="list-style-type: none">• Assist the Cooperating Teacher in providing an open and well-balanced learning and teaching experience for the AUM pre-professional teacher.
<ul style="list-style-type: none">• Arrange with members of the P-12 faculty a schedule of field experiences in other subject areas during the term, if appropriate.

Responsibility of Cooperating Teacher

Cooperating Teacher – The cooperating teacher is responsible for the following:

- Provide the field candidate with appropriate time and space to accomplish the required objectives of the experience.
- Assist the field candidate with information that will lead to success in the classroom.
- Provide the Field Candidate with feedback on progress and skills developed.
- Provide the Field Candidate with information about candidates, time schedules, and daily class routines.
- Assist the university instructor with evaluation procedures.

Responsibility of the Office of Student Services and Teacher Certification:

Office of Student Services and Teacher Certification –
Office of Student Services and Teacher Certification is responsible for the following:

- Plan with School personnel in making field assignments.
- Keep records of assignments, Cooperating Teachers, and evaluation materials.
- Plan with university instructors the appropriate objectives for the field experiences.
- Coordinate evaluation procedures for the field experiences.
- Coordinate admission to Professional Education.

Field and Outcomes Assessments

Candidates will be assessed in each of their field assignments. The assessment can take two forms. First, there will be a general assessment of the candidate's performance in the field setting by the cooperating teacher. Second, there will be an outcome/indicator assessment in those classes in which the specific outcomes are taught. The AUM candidate will be informed at the beginning of the semester of the specific outcomes/indicators they are expected to achieve in each course.

Electronic Portfolio Requirements

A professional electronic portfolio is required of all education majors. The LiveText portfolio is seen as a means of screening candidates for graduation. The portfolio is a professional document to be used by candidates beginning the interview process for employment. The portfolio is a component of the process used to ensure that all education graduates have the skills needed to be a **Professional Educator** as defined in the AUM College of Education Conceptual Framework. The electronic portfolio provides opportunities to use technology to enhance professional growth. Candidates will be required in both pre-professional and professional courses to place materials in their portfolio and submit their portfolio for review by their instructor.

Alternate Field Experience Settings for Alternative Candidates

Field experiences may be completed in alternate settings if the alternative candidate is a budgeted aide or has *several months* of satisfactory teaching experience in a school setting. The experience must be in the field in which certification is desired. Volunteer work, substitute work, scout or church youth work **will not** be considered as equivalent experiences. The AUM candidate is responsible for verifying appropriate experiences by submitting to the instructor and the Office of Student Services and Teacher Certification a statement in writing from the principal or superintendent. This letter must be on letterhead stationery and it must describe the candidate's job, dates and length of service, and grade level. Recency of experience and verification of competency will be considered in granting the waiver request. The AUM candidate is required to submit written materials/reports to meet course field requirements.

The AUM instructor and the Director of Student Services and Teacher Certification must approve **all** alternate settings. *All field assignments cannot be completed in one setting. Candidates working in the schools should expect to be assigned to other school settings for many of their field experiences.* Beginning with the first professional course, each candidate shall participate in extended and supervised field experiences with specific purposes and assessments. At a minimum, each candidate shall have participated in 150 clock hours prior to the internship. The majority of field experiences must occur in P-12

schools. Field experiences must span all of the grades for which certification is sought. At least half of the field experiences shall be in the candidate's teaching field. The number of hours and types of setting requirements vary by specific program.

Undergraduate Candidate Guidelines

Admission to Professional Education (Undergraduate ONLY)

Each undergraduate candidate preparing to teach must be admitted to Professional Education. All candidates pursuing their initial teaching certificate at the baccalaureate level (degree and unclassified students) must make application for admission to Professional Education. Application to enter the program should be filed with the College of Education during the fourth semester in school or upon completion of 50 semester hours of course work. **Candidates may not register for advanced level education courses until they are admitted to the Professional Education Program.**

The requirements for admission to Professional Education include the following:

- prerequisite coursework,
- communication skills,
- fingerprint clearance,
- Alabama Educator Certification Testing Program (AECTP) Information,
- Scholarship.

Prerequisite coursework:

A minimum of 45-50 semester hours of work must be completed, including the following courses: ENGL 1010, ENGL 1020, COMM 1010, FNDS 2010, FNDS 2120, and FNDS 2140.

Communication Skills:

Candidates must demonstrate proficiency in reading plus oral and written English. The candidate must have a grade point of 2.0 or better in ENGL 1010 and ENGL 1020 or equivalent (with no grade lower than a “C”). The candidate must also have a grade point of 2.0 or better in COMM 1010 or its equivalent.

Fingerprint Clearance:

All candidates are required to be fingerprinted and cleared by the FBI and ABI BEFORE observing in a school or observing children. The candidate is required to submit proof of clearance to each instructor before a lab observation will be assigned. The Alabama State Department of Education (ALSDE) will send each candidate a clearance or denial letter once the fingerprints have been submitted.

The candidate must be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fee, and procedures is available from the Office of Student Services and Teacher Certification or www.cogentid.com/AL. The candidate is responsible for the nonrefundable, nontransferable fee. The candidate shall be

issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the unit documentation for having cleared the criminal history background check prior to admission to a State-approved teacher education program. A candidate whose suitability determination precluded admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290-3.2-22, Revocation and Suspension of Certificates and Unsuitability Determinations.

Alabama Educator Certification Testing Program (AECTP) Information:

Applicants for initial Alabama certification, including applicants for the reinstatement of certificates that have lapsed for more than twelve months, must successfully meet the current requirements of the basic skills assessments AND the subject assessments of the Alabama Educator Certification Testing Program (AECTP). Information about the AECTP may be obtained at www.act.org/alabamaectp (for the basic skills assessments), www.ets.org/praxis/al (for the subject assessments), or by contacting the teacher testing staff in the Teacher Testing Section of the Office of Teaching and Learning at (334) 242-9983 or aectp@alsde.edu. ONLY Alabama prescribed Praxis II subject area assessments are accepted. Test application can be completed at www.act.org/alabamaptt or by telephone (800-294-2105 or 319-341-2500).

Only official Praxis II score reports, submitted with the applicant's complete social security number directly from the Educational Testing Service (ETS) via Score Link to the Alabama State Department of Education (ALSDE), will be accepted. Effective with the September 2007 test administration date, ETS automatically forwards official Praxis II score reports to the ALSDE if the Alabama prescribed assessment is taken in Alabama. For Alabama prescribed assessments taken outside Alabama or prior to Alabama being an automatic score recipient, the code 7020 is used to designate the Alabama State Department of Education as a recipient of official score reports. Praxis II subject assessments that are not prescribed for use in Alabama will not be reported to this Department. The applicant's failure to provide his/her correct social security number to ETS will delay the application process.

Candidates must pass the three tests that comprise the Basic Skills component (Applied Mathematics, Reading for Information, and Writing) **prior to being admitted into Professional Education.**

Note: *Under current ETS policy, the Praxis test scores are valid and reportable for 10 years from the date a test is taken. An applicant must successfully complete current requirements of the AECTP if Praxis test score results are not valid and reportable directly from ETS. ONLY the AECTP basic skills assessments are accepted. The basic skills assessments of the AECTP are administered by the American College Testing (ACT) program at designated testing centers in*

Alabama and at ACT centers in other states. ACT automatically forwards official score reports to this Department. The applicant's failure to provide his/her correct social security number to ACT will delay the application process.

NOTE: Make a copy of your AECTP scores and submit to the Office of Student Services and Teacher Certification, Room 301, College of Education.

Scholarship:

Candidates must have a minimum overall grade point average of 2.75 on all work taken prior to admission. Candidates must have a grade point average of 2.75 in professional education courses with no grade less than a "C" accepted. Candidates must have a minimum grade point average of 2.75 in the teacher major(s) with no grade less than "C" accepted. Starting Fall 2009 and thereafter any student admitted to AUM and majoring in any area of Education will only be allowed to take a Professional Studies **OR** Teaching Field courses **twice** (any course on page 2 of your program plan of study). If a candidate does not earn a grade of "C" or higher in each course (in the Professional Studies or Teaching Field) OR has a grade point average (GPA) lower than 2.75 in their Professional Studies or Teaching Field courses they will not be allowed to continue in the College of Education.

The **deadlines** for applying for admission to Professional Education are as follows:

- Fall term - **June 15th**
- Spring term – **October 15th**
- Summer term – **March 15th**

The candidate must submit the application for *Admission to Professional Education* (**Appendix A**) along with an advising copy of their transcript. The Office of Student Services and Teacher Certification will review the student's application file, and the student will be notified in writing of acceptance or denial. In the event of denial, the candidate may request an interview with the Admission Committee. The candidate may reapply for admission after deficiencies are met.

Field Experience Requirements for Undergraduate Candidates

The AUM candidate will deliver to the cooperating teacher an introductory letter from the instructor which will provide specific expectations for the field experiences when the candidate reports for their initial visit. At the end of the term, the cooperating teacher is asked to provide a written assessment of the AUM candidate's participation in the field experiences (**Appendix B**). Following is a list of field expectations for each course.

Foundations of Education (FNDS) Courses:

FNDS 2010 Social Foundations of Education (Field experience required)

- This is the first education course where the candidates are considering teaching as a profession. Candidates observe the role of the teacher, and their general interactions with the K-12 students. The AUM candidate works, as a teacher's aide. Part of this experience should be devoted to observing an exceptional child who has been included in the regular classroom.

Childhood Education and Reading Courses:

ECHE 3100 Methods of Teaching the Very Young Child (Field experience required)

- Students will observe in an environment which serves children birth-three years and make observations and interpretations about each visit to complete a case study of one particular child. Students will also develop and execute infant/toddler activity plans to be used during the field experience, which is supervised by the instructor.

ECHE 4914 Early Childhood Practicum (250 clock hours)

- A 250-hour practicum in the AUM Early Childhood Center or approved setting to provide teaching experience in a developmentally appropriate setting of 3 – 5 year olds. This experience will include lesson planning, instruction, and observation.

ELEM 3400 Methods of Teaching Elementary Social Studies (Field experience required)

- The field experience is designed to provide candidates with the opportunity to observe an elementary school setting and interact with students on an individual, small or whole group level. The candidates will design and implement instructional plans that meet the academic needs of the students in the school setting.

ELEM 4100 Methods of Teaching Elementary Mathematics (Field experience required)

- Candidates enrolled in ELEM 4100 are required to complete a field experience in a local elementary school or campus program (summer only). As part of their field experience, candidates will observe a cooperating teacher and work with individual children, a small group or the entire class.

ELEM 3914 Practicum in Elementary Education (100 clock hours)

- A 100-hour practicum in a primary or intermediate classroom to provide teaching experience and classroom management skills for working with the whole class. This experience will include lesson planning, instruction, and observation of a classroom teacher. If this practicum occurs in a primary setting, the candidate will be placed in an intermediate setting for Professional Internship. If this practicum occurs in an intermediate setting, candidate will be placed in a primary setting for Professional Internship.

ELEM 4200 Methods of Teaching Elementary Science (Field experience required)

- Teacher candidates will work as members of a science instructional team at a local elementary school. The experience includes development and delivery of a series of standards based science lessons in a classroom setting, formative and summative assessment of science concepts, application of course related instructional techniques, and self and peer analysis of the effectiveness of the lessons in impacting student learning.

READ 3300 Methods of Teaching Literacy (Field experience required)

- The field experience will take place at a local elementary school or campus program. Teacher candidates will be working with students ranging from kindergarten through sixth grade in a small group setting and will conduct a Reader's Workshop and a Writer's Workshop.

Health Education and Physical Education (PHED) Courses:

PHED 2130 Health and Physical Education in the Elementary School (Field experience required)

- The AUM candidate will observe lessons taught by elementary school physical education teachers. The candidate should discuss with the teacher the importance of lesson plans, grading policies, and discipline techniques. The AUM candidate should be granted as much time as possible to assist with the daily activities and to interact with an elementary physical education student. Candidates will teach a minimum of one class during this period.

PHED 4030 Methods of Teaching Physical Education (Field experience required)

- The AUM candidate will observe a lesson taught by a physical education teacher. The student will assume some instructional responsibilities in the physical education classroom. The candidate should be allowed to prepare and teach the class for part or all of a period.

PHED 4160 Adapted Physical Education (Field experience required)

- The AUM candidate will observe a child with special needs in a physical education setting. The student will adapt and present a physical education activity for a special needs child and write an individual education plan (IEP) for that child.

PHED 4183 Measurement & Evaluation (Field experience required)

- The AUM candidate will be required to observe and administer physical fitness testing in a school setting as designated by the instructor. The AUM candidate will also be required to take an active role in the recording and interpretation of data in order to develop a heightened awareness of Measurement and Evaluation applications in the physical education setting.

Secondary Education (SCED) Courses:

SCED 4000 Principles of Teaching (Field experience required)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will observe and describe classroom practices. The candidate will write a description of the classroom setting, the teaching practices, and the decisions made by the classroom teacher. The candidate should be allowed to become involved with secondary or middle school students by working with individuals, small groups, or the total group.

SCED 4050 Classroom Management and Teaching in Middle and Secondary Schools (Field experience required)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the 6-12 class for part or all of a period. The candidate should be allowed to become involved with secondary or middle school students by working with individuals, small groups, or the total group.

SCED 4100 Teaching Methods for Secondary Language Arts (Field experience required)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach a language arts class for

part or all of a period. The candidate should become involved with secondary school students by working with individuals, small groups, or the total group.

SCED 4110 Teaching Methods for Secondary Mathematics (Field experience required)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the mathematics class for part or all of a period. The candidate should become involved with secondary students by working with individuals, small groups, or the total group.

SCED 4130 Teaching Methods in Secondary Science (Field experience required)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the science class for part or all of a period. The candidate should become involved with secondary school students by working with individuals, small groups, or the total group.

SCED 4140 Teaching Methods for Secondary Social Science

(Field experience required)

- The AUM candidate should get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the social science class for part or all of a period. The candidate should become involved with secondary students by working with individuals, small groups, or the total group.

Special Education (ESPE) Course:

ESPE 3760 Survey of Exceptionalities (Field experience required)

- The AUM candidate enrolled in ESPE 3760 must complete a 20-hour field experience in settings serving students with disabilities in the grade/age in which certification is sought. Candidates must complete an interview with the cooperating teacher as well as interact with students with disabilities in a variety of academic activities. An observation form must be completed for each experience. Each candidate completes an observation form for each visit as well as a final reflection as a post-observation activity.

ESPE 4912 Practicum I in Special Education (50 hours)

- This course is first in a sequence of three practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings. The clinical experience allows candidates to observe and interact in school settings with students with exceptionalities as well as professionals who provide services to students with exceptionalities.

ESPE 4913- Practicum II in Special Education (50 hours)

- This course is second in a sequence of three practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings. The clinical experience allows candidates to observe and interact in school settings with students with exceptionalities as well as professionals who provide services to students with exceptionalities.

ESPE 4915-Practicum III in Special Education (50 hours)

- This course is third in a sequence of three practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings. The clinical experience allows candidates to observe and interact in school settings with students with exceptionalities as well as professionals who provide services to students with exceptionalities.

Graduate Candidate Guidelines

Field Laboratory Experience Requirements for Graduate Candidates

The AUM candidate will deliver to the cooperating teacher an introductory letter from the instructor which will provide specific expectations for the field experiences when the candidate reports for their initial visit. At the end of the term, the cooperating teacher is asked to provide a written assessment of the AUM candidate's participation in the field experiences (**Appendix B**). Following is a list of field laboratory expectations for each course.

Childhood Education Courses:

ECHE 6403 Curriculum and Teaching Preschool (Field experience required)

- Alternative candidates complete the field experience with early childhood students between the ages of 3 – 5 including observation and teaching. Authentic teaching experiences include pretesting, teaching, assessment, and re-teaching lessons with holistic and school mandated assessment criteria.

ECHE 6423 Developmental Processes (Field experience required)

- Alternative candidates complete this field experience with infants and toddlers, including observation and teaching. Teaching reflects current research as interchanges with infants and toddlers becomes the teaching curriculum.

ELEM 6513 Curriculum and Teaching Elementary Language Arts

(Field experience required)

- Alternative candidates plan and implement a writer's workshop with small groups of elementary students in a school language arts classroom. The field experience provides candidates with the opportunity to reflect upon theory while engaged in authentic practice.

ELEM 6523 Curriculum and Teaching Elementary Mathematics

(Field experience required)

- Candidates work as members of a math instructional team at a local public/private school. The experience includes development and delivery of a series of standards based math lessons in a classroom setting, formative and summative assessment of math skills, application of course related instructional techniques, and self and peer analysis of the effectiveness of the lessons in impacting student learning.

ELEM 6533 Curriculum and Teaching Elementary Social Studies

(Field experience required)

- Candidates plan and implement social studies lessons to a whole class of elementary students in a school setting. The field experience provides candidates the venue to observe the cooperating teacher and to reflect with peers, supervising

teachers, and university faculty on mastering developmental appropriate pedagogy to meet the needs of the diverse classroom community.

ELEM 6543 Curriculum and Teaching Elementary Science

(Field experience required)

- Teacher candidates will work as members of a science instructional team at a local elementary school. The experience includes development and delivery of a series of standards based science lessons in a classroom setting, formative and summative assessment of science concepts, application of course related instructional techniques, and self and peer analysis of the effectiveness of the lessons in impacting student learning.

READ 6254 Curriculum and Teaching Reading II *(Field experience required)*

- This field experience is designed to give Alternative candidates the opportunity to assess, plan, and implement reading instruction to a small group of K-6 students in the public school.

READ 6353 Teaching Reading With Children's Books *(Field experience required)*

- The field experience component of this course is designed to give Alternative candidates an opportunity to assist the cooperating teacher with the incorporation of children's literature into the classroom reading curriculum. Candidates plan and teach research based reading strategies through literature circles, thus reinforcing the efficacy of the Best Practice Model.

Foundations of Education (FNDS) Courses:

FNDS 6170 Advanced Educational Psychology *(Field experience required)*

- The AUM candidate enrolled in the alternative master's program will observe the teacher and the student/teacher interactions for the application of ideas presented in class. Types of strategies used by the K-12 classroom teacher will be examined in areas such as motivation, learning styles, teaching styles, operant conditioning, and classroom questioning.

Secondary Education (SCED) Courses:

SCED 6000 Principles of Teaching *(Field experience required)*

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will observe and describe classroom practices. The candidate will write a description of the classroom setting, the teaching practices, and the decisions made by the classroom teacher. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6050 Classroom Management and Teaching in Middle and Secondary Schools

(Field experience required)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the 6-12 class for part or all of a period. The candidate should be allowed to become involved with secondary or middle school students by working with individuals, small groups, or the total group.

SCED 6100 Teaching Methods for Secondary Language Arts

(Field experience required)

- The AUM candidate should be allowed time to get acquainted with the teacher and the students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach a language arts class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6110 Teaching Methods for Secondary Mathematics

(Field experience required)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the mathematics class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6130 Teaching Methods in Secondary Science

(Field experience required)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the science class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

SCED 6140 Teaching Methods for Secondary Social Science

(Field experience required)

- The AUM candidate should be allowed time to get acquainted with the teacher and students. The AUM candidate will assume some instructional responsibilities in the classroom. The candidate should be allowed to prepare and teach the social science class for part or all of a period. The candidate should be allowed to become involved with secondary students by working with individuals, small groups, or the total group.

Special Education (ESPE) Courses:

ESPE 6050 Advanced Study of Behavior Management of Students with Exceptionalities (Field experience required)

- Design and implement a behavior modification intervention based on a student observed in your field experience. Provide a 4 page description of student behavior, time schedule, desired behavior, and behavior modification plan you would implement. Your ten days of data AND report should also be uploaded to LiveText. This should be labeled, “BIP Plan.” Be conscious of confidentiality issues when posting data and other material.

ESPE 6100 Students with Special Needs (Field experience required)

- The AUM candidate should observe students with special needs and successful techniques used in teaching these students. The AUM candidate is looking for information on curriculum adaptations, and ways to collaborate with other professionals and parents. The AUM candidate should interact with the special needs students in small group activities or in one-on-one activities.

ESPE 6300 Advanced Study of Assessment of Students with Exceptionalities (Field experience required)

- The AUM candidate enrolled in ESPE 6300 must complete a 20-hour field experience in a setting serving students with disabilities. Activities in the field experience include: 1) identification of formal, individually administered assessment instruments used for annual evaluation; 2) identification of formal, statewide assessment instruments; 3) identification of accommodation and modifications commonly utilized for students with disabilities in testing situations; and 4) critique features of informal assessment instruments. An observation form must be completed each time the candidate visits the site. A final reflection sheet must be completed after the field experience hours are completed.

ESPE 6400 Advanced Methods, Materials and Curriculum for Students with Significant Support Needs (Field experience required)

- The AUM candidate enrolled in ESPE 6400 will complete a Chaining and Prompting Project with a student identified with significant support needs. A task analysis of the behavioral chain, a prompt hierarchy, and plan for fading prompts should be submitted. The candidate should conduct a pretest to determine with which step (in the task analysis) to begin instruction. Candidates will collect and graph data on the number of successful trials until the chain is mastered. This assignment will be submitted to Blackboard and LiveText.

ESPE 6500 Advanced Study of Teaching and Learning Strategies for Students with Exceptionalities (Field experience required)

- The AUM candidate enrolled in ESPE 6500 must complete a 20-hour field experience in a setting serving students with disabilities. Candidates will identify evidence-based teaching and learning strategies for students with disabilities. An observation form must be completed each time the candidate visits the site. A

final reflection sheet must be completed after the field experience hours are completed.

Physical Education (PHED) Courses:

PHED 6020 Elementary Methods in Physical Education (Field experience required)

- The AUM candidate will observe K-6 students in physical education. Each candidate will teach lessons during their 30 clock hour observations.

PHED 6030 Advanced Methods of Teaching Physical Education

(Field experience required)

- AUM candidates will observe instructional methods and evaluation of physical education students. The AUM candidate will be expected to teach lessons during the 30 clock hour observations.

PHED 6160 Advanced Adapted Physical Education (Field experience required)

- Each AUM candidate will develop adapted physical education lesson plans to meet the needs of children with exceptionalities.

Alabama Educator Code of Ethics

Alabama Code of Ethics

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. A link to the Alabama Educator Code of Ethics is provided at the end of this section. Take time to read and follow this important information.

<https://docs.alsde.edu/documents/66/Alabama%20Educator%20Code%20of%20Ethics.pdf>

Appendix A

Application for Admission to Professional Education



All professional education requirements are not needed in order to complete and turn in the application.

Complete this form (type or print neatly) and return it to the Certification Office. Attach a copy of your latest AUM transcript.

1. Name _____ Advisor: _____

S# _____ Phone (Cell) _____ (Home/Work) _____

Address _____

Street

City

State

Zip

AUM E-Mail Address _____@aum.edu

2. Identify the major/program area in which you seek admission:

Major/Program Area _____

3. Check the semester in which you wish to be admitted to Professional Education:

___ Fall Semester, 20___ (Application due by June 15)

___ Spring Semester, 20___ (Application due by October 15)

___ Summer Semester, 20___ (Application due by March 15)

4. When did you take the APTT/AECTP – Basic Skills Test? _____

5. Self-Assessment: You must complete the interest inventory in FNDS 2010 and have an interpretive interview with your advisor/instructor as verified by his/her and your signatures at the bottom of this form.

Interview Questions

Yes

No

❖ Do you understand the AUM teacher education program? _____

❖ Do you believe that career options in education have been explored adequately with you? _____

❖ Do you understand the certification requirements in your program area? _____

❖ Do you have a strong commitment to becoming a teacher? _____

❖ Have you completed the interest inventory that can assist you in your career choice? _____

❖ Do you feel you have been assisted in making a career choice by participating in the field laboratory experiences? _____

❖ Do you understand AUM’s conceptual model and Outcomes/ Dispositions, which are intended to assist you in becoming a Professional Educator? _____

❖ Do you feel you are making progress in your studies to become a Professional Educator through the achievement of AUM’s Outcomes and Dispositions _____

Advisor’s/Instructor’s Signature _____ Date _____

Student’s Signature _____ Date _____

If you require assistance in completing this form, please communicate this to your advisor/instructor.

Appendix B

Cooperating Teacher – Evaluation of Field Experience Form

NOTE: You will need to make a copy of the *Cooperating Teacher Evaluation Field Experience Form* for EACH class that requires a Field Experience. This form should be given to your Cooperating Teacher the **first** day of your field experience.



COLLEGE OF EDUCATION

COOPERATING TEACHER EVALUATION OF FIELD EXPERIENCE

Teacher Education Candidate's Name _____

Student # **SO** _____ Date _____

Course _____ No. of Hours _____

School _____ Grade _____

Cooperating Teachers: *Please complete this form at the end of the semester the teacher education candidate completes the field experience in your classroom. If the candidate only observed you teach, please do not mark him/her above a "2" in any area. If he/she taught some, it is expected that he/she will not make any higher than a "2" or "3" at this point in his/her career.*

Key:

1 -Unsatisfactory – Indicates the performance on this indicator is not acceptable. Improvement activities must be undertaken immediately.

2 -Basic – Indicates the performance is acceptable but needs additional work.

3 -Competent – Additional activities are required for performance to meet the outcomes.

Indicates the performance meets and sometimes exceeds expectations. Current practices are clearly acceptable.

4 -Exceptional – Indicates the performance is outstanding. No improvement is readily identifiable.

N/A – Not Applicable

___ Candidate understands the discipline related to the teaching field (content knowledge).

___ Candidate understands how students from diverse backgrounds learn and develop.

___ Candidate monitors a variety of flexible student groupings.

___ Candidate models appropriate verbal and written communication.

___ Candidate uses effective nonverbal communication skills.

___ Candidate exhibits the professional dispositions, delineated in professional, state (including the Alabama Code of Ethics), and school standards while working with students and colleagues.

___ Candidate is punctual and attends most of the days assigned.

___ Candidate dresses professionally for the field experience.

___ Candidate reacts professionally to all constructive criticism.

___ Candidate takes initiative in the field experience.

___ Candidate is productive throughout the field experience.
