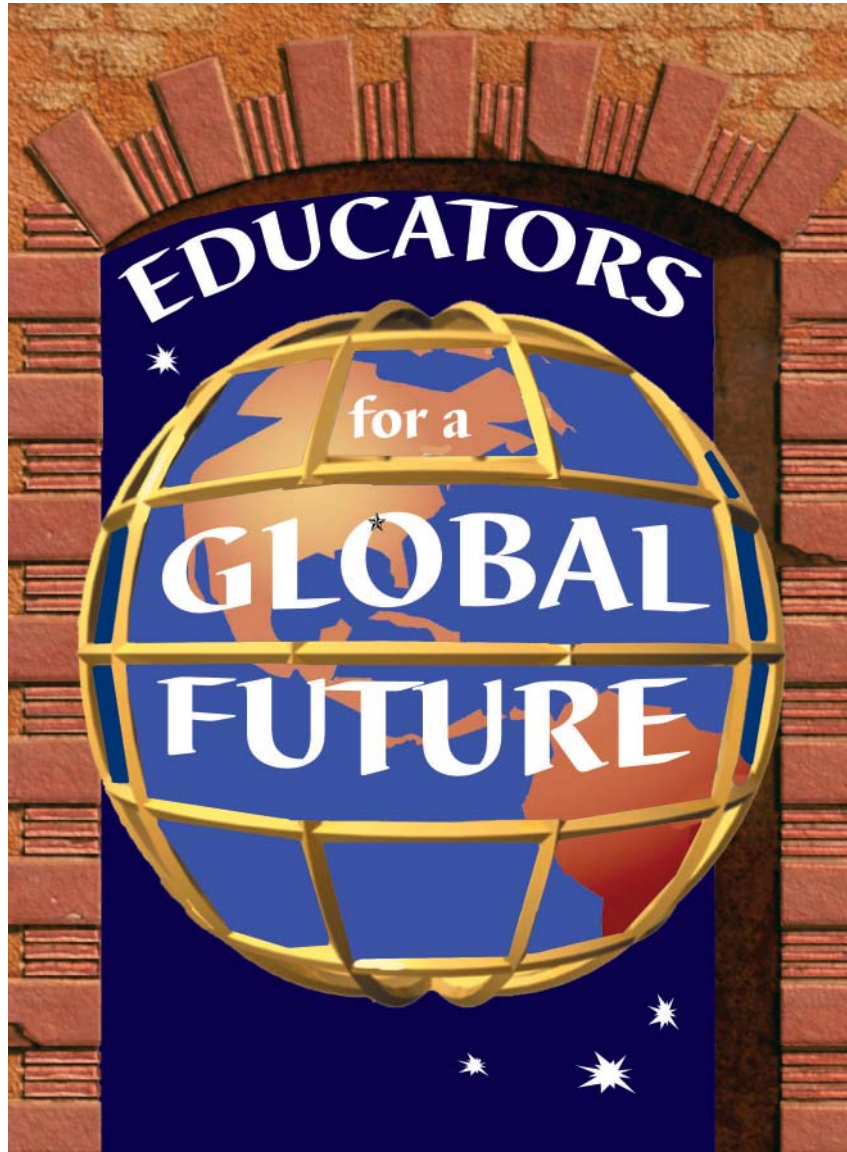


Field Experience Handbook



**Athens State University
College of Education
Fall 2008**

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Dear Cooperating Teacher,

The College of Education at Athens State University is delighted to have you join us in preparing our candidates to make a positive difference in the lives of students. Your expertise in teaching and learning will provide a myriad of opportunities for our candidates to bridge the gap between theory and practice. Please engage the candidate assigned to you in a wide range of responsibilities to include the following:

1. Taking roll
2. Story time
3. Internet research
4. Bulletin board creation/design
5. Individual, small, or whole group instruction

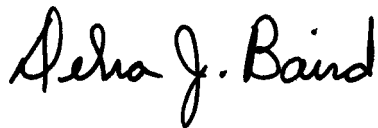
The Conceptual Framework, which consists of the theme, “Teachers for America’s Future,” the purposes, outcomes, and professional dispositions, acquaints candidates with behaviors necessary for the teaching profession. Candidates are required to show evidence that the components are adhered to throughout their programs of study. Please become familiar with the Conceptual Framework and provide opportunities for your candidate to put them into practice.

For many years, your school has graciously accepted student teachers and students for field experiences. The lessons learned have been invaluable. Our newest addition to field placement involves providing a block of time for students to work in a school setting under the guidance of a cooperating teacher and an instructor. We are excited about this venture and are elated to have you assist us. As a contributor, you will receive a free LiveText subscription. LiveText is an Internet teaching tool. The LiveText program is explained on the following page.

The instructor assigned to the course will be your contact person for the next four weeks. Please contact him/her if you have questions or concerns.

Thank you for helping us prepare those who will touch the future.

Sincerely,

A handwritten signature in black ink that reads "Debra J. Baird". The signature is written in a cursive, flowing style.

Debra Baird, Ph.D.
Dean

LiveText Membership For Cooperating Teachers

The College of Education at Athens State University has adopted *LiveText*, an Internet teaching tool, to meet the educational trends of the century. Designed in 1997, *LiveText* was one of the first companies to embrace the idea of a web-based solution to educational challenges.

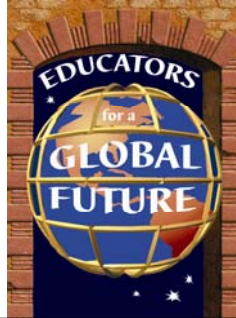
Specifically, the suite of innovative tools allows students to create and maintain online portfolios, lesson plans, and projects, while allowing faculty to post course syllabi, develop and assess teacher candidate work, and incorporate embedded video from the united streaming digital library. It also allows faculty and candidates to measure and report assessment data as required by state and national accrediting agencies.

We offer you a subscription to *LiveText* for use in your own classroom and for use in helping our teacher candidates. In order to receive this membership subscription, please send an email with your name, school, and email address to Dr. Andryna Kuzmicic at Athens. Her email address is andryna.kuzmicic@athens.edu. You may also send this information to debra.baird@athens.edu. We will set up your account and send you the user name and password by email. You will have access to the account as long as you work with our pre-service teachers.

We appreciate your efforts in helping us prepare future teachers. Please call on us if we can help you in any way.

CONCEPTUAL FRAMEWORK OF THE TEACHER EDUCATION PROGRAM

The Conceptual Framework for the teacher education programs in the College of Education at Athens State University consists of the theme "Teachers for America's Future," the purposes, expected outcomes, professional dispositions, commitments to diversity, assessment, and technology.



Problem-solving for Progress
Reflective Thinking for Improvement
Modeling for Understanding
Performance-based for Ability

OUTCOMES STATEMENT: Candidates should acquire the knowledge and skills to meet the needs of a diverse student population through pedagogy guided by assessment and the use of infused technology. Critical to and subsumed in the outcomes of all programs are the threads of diversity, assessment, and technology.

Upon completion of a professional program in the College of Education at Athens State University, the candidates may be characterized as

1. effective communicators,
2. knowledgeable scholars,
3. positive, supportive professionals,
4. resourceful curriculum planners,
5. skilled facilitators of developmental growth,
6. student-centered, reflective instructors,
7. capable classroom managers,
8. competent evaluators, and
9. lifelong learners.

PROFESSIONAL DISPOSITIONS STATEMENT: Dispositions reflect the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities. Dispositions are guided by beliefs and attitudes that affect student learning, motivation, and the candidate's own professional growth.

Throughout a professional program exemplary candidates for the teaching profession should:

1. participate in positive interactions,
2. show respect for self and others,
3. assume responsibility,
4. exhibit interest in the learner and the learning process,
5. exhibit stewardship of diversity,
6. advocate use of technology, and
7. exhibits.

Career/Technical Education

CE

Career/Technical Education 6-12
(226 hours/32.29 days required)

Introductory Level I – Students visit diverse school settings with specific assignments that include occupational validation, analysis of classroom management techniques, verification of theories and instructional practices, conference/interview with principals, teachers, students.

Intermediate Level II – Candidates participate in a variety of ways with P-12 students, teachers, and parents. These include one-on-one tutoring, teaching small groups of students, assisting teachers, case studies, community service, and conferences.

Course Number	Course Title	Level of Experience	Hours	Conceptual Framework
ED 301	Foundations of Education I	1	14	reflection
ED 302	Foundation of Education II	1	14	reflection
CE 305	Meeting the Needs of Exceptional Career/Technical Education Students	1	*7	outcomes
CE 432	Teaching Career/Technical Education	1	7	reflection
CE 433	Learning Resources and Technology in Career/Technical Education	1	7	outcomes
CE 434	Course Development and Evaluation in Career/Technical Education	1	7	reflection, outcomes
CE 435	Industrial/Shop Safety	2	7	reflection, outcomes
CE 436	Career/Technical Information Guidance	1	7	reflection
CE 438	Classroom/Laboratory Management and Student Leadership Development	1	7	outcomes
CE 439	Career/Technical Student Youth Organizations	1	14	reflection, outcomes
CE 445	Functions of the Coordinator	1	14	outcomes
CE 470	Practicum-Supervised Work Experience	2	100	outcomes
SC 333	Teaching Reading and Writing in the Content Areas	2	21	modeling, performance, reflection, problem solving

*7 hours = full day(s) on site

Early Childhood ER

FIELD EXPERIENCES IN EARLY CHILDHOOD EDUCATION
(315 hours/45 days required)

Introductory Level I – Students visit diverse school settings with specific assignments that include occupational validation, analysis of classroom management techniques, verification of theories and instructional practices, conference/interview with principals, teachers, students. *7 hours = full day(s) on site

Intermediate Level II – Candidates participate in a variety of ways with P-12 students, teachers, and parents. These include one-on-one tutoring, teaching small groups of students, assisting teachers, case studies, community service, and conferences.

Course Number	Course Title	Level of Experience	Hours	Conceptual Framework
ED 301	Foundations of Education	1	*21	reflection
ED 302	Foundations of Education	1	*21	reflection
ED 305	Technology & Media In Education	1	*21	reflection
SE 301	Introduction to Exceptional Learners	1	*21	outcomes
ER 303	Professional Education Communication	1	*21	reflection
ED 322	Basic Principles of Teaching ELL Education	1	*21	reflection, problem solving
ER 326	Assessment in Early Childhood Classrooms	2	*21	performance
ER 327	Classroom Management in Early Childhood Education	2	*21	problem solving
EL 323	Teaching Reading in the Primary Grades	2	*21	performance, modeling, reflection, problem solving
ER 330	Children's Constructions of Relationships Through Arithmetic and Mathematical Reasoning	2	*21	performance, problem solving
ER 430	Investigation, Experimentation & Inquiry	2	*21	reflection, outcomes
ER 302	Theories and Stages in Language Development	2	*21	reflection
ER 310	Principles of Early Childhood Education	1	*21	reflection
ER 319	Literacy and Literature for the Young Child	2	*21	modeling
ER 450	Administering/Managing Early Childhood Programs	2	*21	Reflection, performance

*7 hours = full day(s) on site

Elementary Education EL

FIELD EXPERIENCES IN ELEMENTARY EDUCATION

(336 hours/48 days required)

Introductory Level I – Students visit diverse school settings with specific assignments that include occupational validation, analysis of classroom management techniques, verification of theories and instructional practices, conference/interview with principals, teachers, students.

Intermediate Level II – Candidates participate in a variety of ways with P-12 students, teachers, and parents. These include one-on-one tutoring, teaching small groups of students, assisting teachers, case studies, community service, and conferences.

Course Number	Course Title	Level of Experience	Hours	Conceptual Framework
ED 301	Foundations of Education	1	21	reflection
ED 302	Foundations of Education	1	21	reflection
SE 301	Introduction to Exceptional Learners	1	*21	outcomes
ED 312	The Child in a Diverse Society	1	21	reflection, problem solving
EL 321	Teaching Language Arts	2	21	performance, modeling
EL 323	Teaching Reading in the Primary Grades	2	21	performance, modeling, reflection, problem solving
EI 324	Teaching Mathematics in the Primary Grades	2	21	performance, problem solving
EL 420	Teaching Science	2	21	reflection, outcomes
EL 423	Teaching Social Studies	2	21	outcomes
EL 320	Children's Literature	2	21	performance, modeling
EL 413	Teaching Reading in the Intermediate Grades	2	21	modeling, performance, reflection
EL 424	Teaching Mathematics in the Intermediate Grades	2	21	performance, reflection
EL 351	Assessment strategies for the elementary classroom	1	21	competent evaluator
EL 352	Management strategies for the elementary classroom	1	21	capable classroom manager
ED 322	Basic Principles of ELL Education	1	21	knowledgeable scholar
ED 305	Technology and Media in Education	1	21	performance

*7 hours = full day(s) on site

Physical Education

HPE

FIELD EXPERIENCE IN PHYSICAL EDUCATION
(402 hours = 57.43 days required)

Introductory Level I – Students visit diverse school settings with specific assignments that include occupational validation, analysis of classroom management techniques, verification of theories and instructional practices, conference/interview with principals, teachers, students.

Intermediate Level II – Candidates participate in a variety of ways with P-12 students, teachers, and parents. These include one-on-one tutoring, teaching small groups of students, assisting teachers, case studies, community service, and conferences

Course Number	Course Title	Level of Experience	Hours	Conceptual Framework
ED 301	Foundations of Education	1	*21	reflection
ED 302	Foundations of Education	1	21	reflection
ED 305	Technology and Media in Education	1	21	performance
ED 322	Basic Principles of ELL Education	1	21	reflection. problem-solving
SE 301	Introduction to Exceptional Learners	1	21	outcomes
SC 333	Teaching Reading/Writing in the Content Areas	2	21	knowledgeable scholars
HPE 333	Care and Prevention of Athletic Injuries	1	21	performance, outcomes
HPE 350	Adaptive Physical Education and Sports	2	28	outcomes
HPE 355	Health-Related Fitness and Nutrition	2	14	modeling, performance
HPE 400	Organization and Administration of Physical Education	2	28	performance, outcomes
HPE 401	Measurement and Evaluation in Physical Education	2	28	performance, modeling, problem solving
HPE 430	Teaching Physical Education in the Elementary School	2	28	modeling, performance, reflection, problem solving, outcomes
HPE 440	Teaching Physical Education in the High School	2	28	modeling, reflection, performance, problem solving, outcomes

*7 hours = full day(s) on site

Health HLT

FIELD EXPERIENCE IN HEALTH
(287 hours = 41 days required)

Introductory Level I – Students visit diverse school settings with specific assignments that include occupational validation, analysis of classroom management techniques, verification of theories and instructional practices, conference/interview with principals, teachers, students.

Intermediate Level II – Candidates participate in a variety of ways with P-12 students, teachers, and parents. These include one-on-one tutoring, teaching small groups of students, assisting teachers, case studies, community service, and conferences.

Course Number	Course Title	Level of Experience	Hours	Conceptual Framework
ED 301	Foundations of Education	1	*21	reflection
ED 302	Foundations of Education	1	21	reflection
ED 305	Technology and Media in Education	1	21	performance
SE 301	Introduction to Exceptional Learners	1	21	outcomes
SC 331	Issue and Management in Secondary Education	2	21	Capable classroom managers
HPE 301	Theory of Coaching and Officiating	1	14	reflection, modeling, outcomes
HPE 325	Kinesiology	1	14	reflection, performance
HPE 326	History and Principles of Physical Education	1	21	reflection
HPE 333	Care and Prevention of Athletic Injuries	1	14	performance, outcomes
HPE 355	Health-Related Fitness and Nutrition	2	14	modeling, performance
HPE 400	Organization and Administration of Physical Education	2	21	performance, outcomes
HPE 401	Measurement and Evaluation in Physical Education	2	28	performance, modeling, problem solving
HPE 420	Teaching Health in the High School	2	28	modeling, performance, reflection, problem solving, outcomes
HPE 465	Senior Research Project	2	28	reflection, problem solving, outcomes

*7 hours = full day(s) on site

Collaborative Education

SP. ED

FIELD EXPERIENCE IN COLLABORATIVE EDUCATION
K-6 AND 6-12
(336/350 hours= 48/50 days required)

Introductory Level I – Students visit diverse school settings with specific assignments that include occupational validation, analysis of classroom management techniques, verification of theories and instructional practices, conference/interview with principals, teachers, students.

Intermediate Level II – Candidates participate in a variety of ways with P-12 students, teachers, and parents. These include one-on-one tutoring, teaching small groups of students, assisting teachers, case studies, community service, and conferences.

Course Number	Course Title	Level of Experience	Hours	Conceptual Framework
ED 301	Foundations of Education	1	*21	reflection
ED 302	Foundations of Education	1	21	reflection
SE 301	Introduction to Exceptional Learners	1	21	outcomes
EL 321**	Teaching Language Arts	2	21	performance, modeling
EL 323	Teaching Reading in the Primary Grades	2	21	performance, modeling, reflection, problem solving
EL 324**	Teaching Mathematics in the Primary Grades	2	21	performance, problem solving
EL 413	Teaching Reading in the Intermediate Grades	2	21	modeling, performance, reflection
EL 424***	Teaching Mathematics in the Intermediate Grades	2	21	performance, reflection
SC 333***	Teaching Reading and Writing in the Content Areas	2	35	performance, reflection, problem solving
SE 315	Introduction to Cognitive and Health Disabilities	1	21	reflection, outcomes
SE 325	Introduction to Learning and Emotional Disabilities	1	21	outcomes
SE 355	Alternative Instructional Strategies	2	21	reflection, performance, problem solving
SE 415***	Transition Planning and Learning Strategies for Adolescents	2	21	reflection, performance, problem solving
SE 435	Strategies for Individuals with Severe Disabilities	2	21	reflection, performance, outcomes

SE 455**	Language and Developmental Strategies for Young Children	2	21	reflection, outcomes
ED 305	Technology and Media in Education	1	21	Performance
ED 322	Basic Principles of ELL Education	1	21	Knowledgeable scholar
SE 445	Assessment II	1	21	Knowledgeable Scholar

*7 hours = full day(s) on site

**Collaborative K-6 only

***Collaborative 6-12 only

K-6= 336 hours of field experience

6-12= 350 hours of field experience

Secondary SC

FIELD EXPERIENCE IN SECONDARY EDUCATION
(210 hours/30 days required)

Introductory Level I- Students visit diverse school settings with specific assignments that include analysis of classroom management techniques, verification of theories and instructional practices, conference/interview with principals, teachers, students.

Intermediate Level II- Candidates participate in a variety of ways with P-12 students, teachers, and parents. These include one-on-one tutoring, teaching small groups of students, assisting teachers, case studies, community service, and conferences.

Course Number	Course Title	Level of Experience	Hours in Field	Conceptual Framework
ED 301	Foundations of Education I	1	*21	Reflection
ED 302	Foundations of Education II	1	21	Reflection
ED 305	Technology and Media in Education	1	21	Outcomes
SC 331	Issues and Management in Secondary Education	2	21	Outcomes
SE 301	Introduction to Exceptional Learners	1	21	Outcomes
SC 333	Teaching Writing and Reading in Content Areas	2	35	Modeling, performance, reflection, problem solving
SC 362	Assessment and Evaluation for Secondary Education	2	35	Outcomes
BI 456, CH 456, EH 457, GS 456, HY 450, SS 450, MA 454, EC 450	Content Methods Course(s)	2	35	Modeling, performance, reflection, problem solving

*7 hours = full day(s) on site