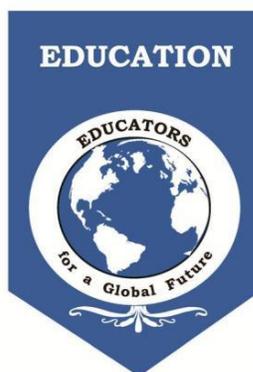
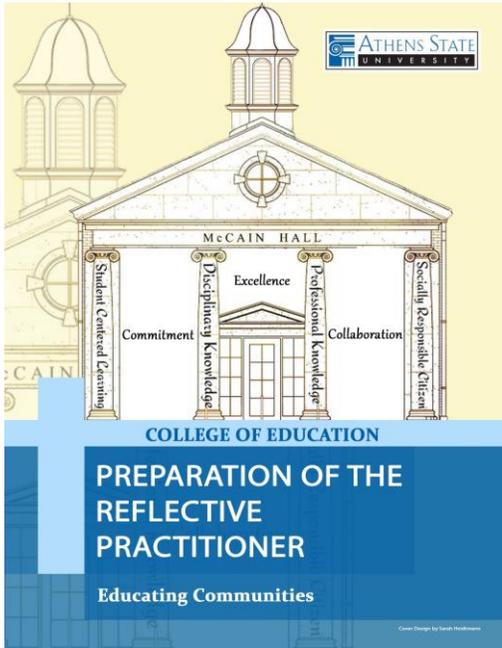


Athens State University College of Education



Field Experience Handbook





Dear Clinical Faculty,

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.

The Conceptual Framework, consisting of the theme, "Preparation of the Reflective Practitioner," and the purposes, outcomes, and professional dispositions, acquaints candidates with behaviors necessary for the teaching profession. Candidates are required to provide 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 ASU teacher candidates for field experiences. Many valuable lessons have been learned. Field placement involves providing a block of time for candidates to work in a school setting under the guidance of a clinical faculty member and an Athens State faculty member. We are excited about this venture and are delighted to have you assist us.

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

Sincerely,

Faculty and Staff
Athens State University

Athens State University College of Education Field Experience Handbook

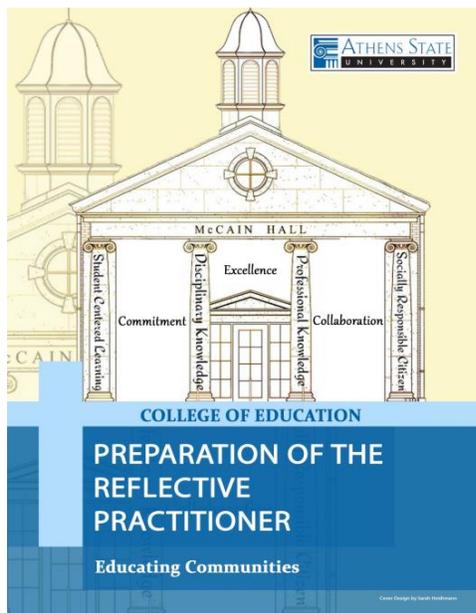
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Field Experience and Internship Office
(256) 216-6620

field.experience@athens.edu

College of Education/ Teacher Education Services / Field Experience Link @ www.athens.edu



Conceptual Framework

College of Education

Preparation of the Reflective Practitioner

Athens State University, College of Education's (COE) mission is to prepare teacher candidates to be *reflective practitioners* who are knowledgeable, collaborative professionals. They will have a rich knowledge of content with an understanding of how people learn in various ways combined with the ability to apply that knowledge to assure student success.

Goals

The College of Education educates pre-service teachers who embrace student-centered learning, maintain a comprehensive knowledge of content knowledge, possess an excellent foundation of professional and pedagogical knowledge, and model social justice through social responsibility. Our graduates are able to do this through adherence to institutional, state, and national standards that support the conceptual framework

Student-Centered Learning

To nurture meaningful learning, our candidates must understand the importance of a *student-centered philosophy to learning*. They must know how learners are diverse and grow and develop differently as well as embrace the learning that comes from experience. They must recognize that patterns of learning and development vary individually in the context of culture and place and within and across the cognitive, linguistic, social, emotional, and physical areas. Our candidates must be able to design and implement developmentally appropriate and challenging learning experiences that motivate diverse children and adolescents representing a range of abilities

Disciplinary Knowledge

Knowledge of the discipline includes a broad general foundation in the arts and sciences as well as depth of knowledge appropriate for expertise in a specific field. Knowledge of the discipline is essential for our candidates as they make appropriate pedagogical decisions for diverse groups of learners, for using technological applications to support learning, and for tapping into both cognitive and emotional intelligences of the learner.

Professional Knowledge

To ensure excellence in professional knowledge, our students use the central concepts, tools of inquiry, and structures of the discipline that he/she teaches. Our candidates can create learning experiences that make the discipline accessible and meaningful to ensure students' mastery of the content (INTASC 4). Our candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Pedagogical Knowledge

Practical educators who are theory-based understand that their students need a chance to experiment, work with projects, engage in problem-based learning, and participate in opportunities to discover and explore, and then to refine their thinking based on their experimentation.

Socially Responsible Citizens

As reflective practitioners our graduates will use interpretive, normative, and critical perspectives in understanding the relationship between school and society as well as address emerging issues in education. They will exhibit social responsibility through facilitating opportunities to engage in teamwork and cooperation; to study civic liberties and participate in citizenship; to ponder ethical questions; and teach a democratic life (Rothstein & Jacobsen, 2009). Our teacher candidates are committed to educating diverse communities and responding to experiences as *socially responsible citizens*.

Professional Dispositions

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:

- participate in positive interactions,
- show respect for self and others,
- assume responsibility,
- exhibit interest in the learner and the learning process,
- exhibit stewardship of diversity,
- advocate use of technology, and
- exhibit fairness and the belief that all students can learn.

Field Experience

A central component of all teacher education programs at Athens State is the provision of quality field experiences. Field experiences are defined as the formal, required school and community activities within the teacher preparation program. These experiences broaden the teacher candidate's understanding of effective classroom instruction and establish a platform for the transfer of theory and translation of research into practice.

Field experiences are designed to provide teacher candidates with opportunities to view the entire scope of teaching in a classroom setting and to develop skills and self-confidence necessary to be effective teachers. With this goal in mind, field experiences begin with observations and build gradually to full responsibility as a student teacher under the close supervision of expert teachers and university supervisors. In the context of actual classrooms, experienced professionals from schools in our field network help prepare candidates to be reflective practitioners. These carefully planned field experiences are woven into every aspect of the teacher education program.

Throughout the teacher education program, field experiences are connected to specific courses. These courses will integrate assignments (known as Critical Assignments) that align with state standards and prepare teacher candidates to become proficient educators. As part of the course, faculty will teach and model the tasks required; during field experience, teacher candidates will perform the tasks as part of the course grade. Successful completion of all four critical assignments prepares teacher candidates for the expectations that accompany Internship.

Levels of field experience are incorporated throughout each program of study.

Introductory Level I

Early field experiences provide pre-service teachers with diverse opportunities to observe and interact with students in surrounding school districts. These placements constitute 56 hours minimum of field experience. Critical Assignments 1 & 2 are embedded in the specific courses, are modeled in the field, and assess the context of learners and lesson planning.

Intermediate Levels II & III

These field experiences build on early field experiences and situate candidates in the role of a classroom teacher. University faculty will accompany small groups of candidates. These experiences include peer teaching and evaluation, one-on-one tutoring, small group and whole class teaching, assisting clinical faculty, case studies, community service, and conferences. These placements constitute 70 hours minimum of field experience. Critical Assignments 3 & 4 are embedded in the specific courses, are modeled in the field, and assess teaching & instruction, as well as, learning analysis.

Intermediate Level IV –Internship (student teaching)

Internship semesters are the culminating experiences for our candidates. The configuration of these experiences looks different depending on the candidate's program, but regardless of their duration, our candidates gradually assume all teaching duties. Candidates exit our undergraduate licensure program with a clear understanding of the expectations of the teaching profession with approximately 650 hours of field experience.

Field Experience Requirements

ABI/FBI Fingerprinting Background Clearance: Candidates seeking a degree that leads to certification in a College of Education program, or in a College of Arts and Sciences program with a minor in Education are required to complete an ABI/FBI Background Clearance upon admission to ASU and **prior to** applying for Field Experience.

Read More at: <http://www.athens.edu/education/fingerprinting-background-clearance/>

Tuberculosis (TB) Skin Test: Candidates seeking a degree that leads to certification in a College of Education program, or in a College of Arts and Sciences program with a minor in Education are required to submit a current negative tuberculosis skin (TB) test to the Teacher Education Department upon admission to ASU. (Negative TB Skin tests are current for 3 years effective from the date read.)

Read More at: <http://www.athens.edu/education/field-experiences/tb-skin-test-information/>

LiveText: LiveText is an online web-based learning assessment. Candidates seeking a degree that leads to certification in a College of Education program, or in a College of Arts and Sciences program with a minor in Education are required to purchase LiveText. Teach for America students, Provisional Certification students and recertification/ renewal students are not required to purchase LiveText.

Enrollment in Courses: Candidates seeking a degree that leads to certification in a College of Education program, or in a College of Arts and Sciences program with a minor in Education are required to be enrolled in courses during the semester in which field experience placements are completed. The Overview Chart shown below indicates courses that currently require Field Experience days.

Field Experience Overview

PROGRAM	Context of Learners	Lesson Plan	Teach/Video Lesson	Teach/Video 2 Lessons *Instructor Led*	Special FE Assignment
Art	ED302/3days	ED359/5days	ED360/5days	AR454, AR455/9days	--
Early Childhood	ED302/3days	ER319/5days	ER330/5days	ER470/5days	SE301/4days (during Semester 1)
Elementary	ED302/3days	EL321/5days	EL324/5days	EL484/5days	SE301/4days (during Semester 1)
Elem/Collab	ED302/3days	EL321/5days	EL324/5days SE355/3days	EL484/5days SE435/3days	SE301/4days (during Semester 1)
PE	ED302/3days	HPE322/6days		HPE324/7days	HPE430/3days ELE HPE440/3days HS
Secondary	ED302/3days	SC400/10days		SC401/10days	SE301/4days (during Semester 1)
Collab K-6 Collab 6-12	ED302/3days	SE355/10days		SE435/5days	SE301/4days (during Semester 1)

Must **apply** online for FE placement each semester enrolled in one of the courses listed above; based on your major. (ASU Online / Student Tab)
 ED302 students **must** have TB test and FBI fingerprint clearance on file prior to being able to **apply**; **no later than week 3 of the semester enrolled**.
 Must submit **Verification Form** prior to semester exams to receive credit for FE days. Submit through Blackboard / FE Organization submission link.
 *Instructor Led school preferences will be assigned in/near an Athens State approved site.

General Procedures

Application

An online Field Experience Application must be submitted to the Field Experience Office each semester in which the candidate is requesting placement for field experience. Go To ASU Online. Enter Username and Password. Go To *Student Tab / College of Education Field Experience Application*. Select the Term. Select school preferences. Confirm the course you are enrolled in. Click Continue. Review your application. Submit. NOTE: Specific schools are assigned during Summer semesters & Instructor Led courses.

Application Dates

Go To <http://www.athens.edu/education/news/field-experience-announcements>

Placement

Candidates are required to complete a minimum of 154 clock hours (22 days) of field experience prior to internship. The majority of field experiences must occur in P-12 schools, span all of the grades for which certification is sought and at least half of the field experiences must be in the candidate's teaching field. To **view** your placement, return to the application site.

Field Experience placements are made based on the following information:

- Candidate's major (See chart below.)
- Candidate's address
- Candidate's school system requests
- Location and diversity settings of previous field experience assignment
- Professor site recommendations

Every effort is made for field experience and internship to include the opening and closing of a school year. However, it is necessary to work within the academic calendars of the public school and Athens State.

Field experience and internship placements are completed prior to exam week for each academic semester.

Placement Guideline	
Major	Grade Placement
Early Childhood	Grades P-3/Childcare centers or homes/Head Start (2of3)
Elementary	Grades K-6
Elementary/Collaborative K-6	Grades K-6
Physical Education	Grades P-12
Art Education	Grades P-12
Arts & Science Lic and Cert	Grades 6-12 (Content area must match with the major)
Special Education Collaborative K-6	Grades K-6
Special Education Collaborative 6-12	Grades 6-12

Candidates will be placed in diverse settings with a teacher based on principal recommendation, three years of teaching experience and/or holds a Master's Degree.

Professionalism

- Candidates should be polite when calling schools to schedule their days. Find out what time school begins and where to park.
- Candidates are required to wear their ASU ID badge at all times during field experience placements. Badges are obtained through the Athens State University Security Office
 - Location: ASU Campus Security
 - Hours 8:00 – 4:00 PM
 - Information: 256-233-8222
- Sign in at the front office immediately upon entering the school each day. Candidates are also required to sign out at the end of each day.
- Dress and act in a professional manner.
- Arrive promptly. Be on time or early.
- Exhibit a positive, courteous attitude. (Field Experience students are guests in the school.)
- Abide by all school rules. (especially those dealing with food, beverages, and cell phones)
- Be positive, refrain from any negative comments, derogatory remarks or comments toward or about the school, its personnel, or its students either verbally or nonverbally (such as Facebook).
- Candidates are to contact the school office and classroom teacher immediately if they must miss a scheduled day.
- Check Athens State email regularly during Field Experience. (This is a MUST! Important information is often sent during the 2 week course release timeframe.)

Instructor Led Field Experiences

Small groups of candidates accompanied by an Athens State instructor will conduct field experiences in designated Professional Development Schools (PDS). These PDS sites are innovative partnership formed between Athens State and P-12 schools. Candidates will be required to travel in/near the Athens area to complete these special field experiences.

Field Experience Assessments

All Athens State candidate field experience placements require the completion of the professional dispositions assessment in LiveText by the hosting classroom teacher.

Faculty leading field experiences will be required to complete two online LiveText assessments: 1) Professional Dispositions Assessment and 2) COE Observation Form.

COE Formal Observation

(Target = 3, Acceptable = 2, Unacceptable = 1, Incomplete = 0)

I. Lesson Implementation	3	2	1	0	Comments
Well prepared and organized that includes applying context for the learner					
Uses effective question/prompting/follow up questions.					
Uses critical thinking skills, problem solving skills, analysis, creativity and other skills					
Stimulate student interest through activating prior knowledge and experience to lesson content.					
Uses visual, adaptive learning, and direct instruction as needed to stimulate interest and engaged participation.					
Uses standard oral and written communication, including appropriate voice level (volume, enthusiasm, etc.)					
Follows lesson plan to include planned supports and/or scaffolding necessary to support individual when needed.					
Paces lesson according to learners and time allotted.					
Uses content specific academic language appropriately, including correct pronunciation.					
Plans for and uses formative (e.g. class discussion, questions, monitoring student responses and work) and/or summative (quizzes, tests) assessment to inform teaching practices and provide student feedback.					
Gives specific feedback					
II. Management	3	2	1	0	Comments
Encourages appropriate behaviors with positive language and reinforcement.					
Anticipates problems and intervenes when needed.					
Emphasizes rules, procedures, and community cohesion.					
Maintains rapport with students through encouragement, cooperation, self-discipline and leadership					
Displays respectful behavior toward students including respectfully acknowledging student responses (e.g., phrases other than "Good Job!") in authentic context.					
Recognizes and responds to unsafe conditions.					
III. Differentiation	3	2	1	0	Comments
Use appropriate materials for diverse learners.					
Implements a variety of appropriate instructional strategies to meet the strengths and needs of all learners.					
Uses appropriate technology based on classroom availability					
IV. Content	3	2	1	0	Comments
Displays content knowledge needed to teach Lesson including knowledge of the structures of the subject matter (e.g. genre, sets)					
Uses examples, comparisons, illustrations, of content					
Displays ability to do the procedures of the assignment					
Displays ability to identify, understand and analyze errors in student learning					
Ability to talk about content (e.g. make connections) to maintain and generalize content skills.					
Total Score					
SUPERVISOR SIGNATURE:					DATE:

