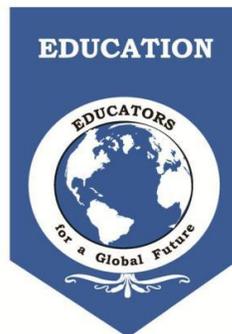


Athens State University College of Education



Field Experience Handbook



Athens State University

300 North Beaty Street

Athens, AL 35611

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, "Teachers for a Global Future," 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/ Field Experience Link @ www.athens.edu

Conceptual Framework

College of Education

Educators for a Global Future

A graduate of the Athens State University College of Education is a positive change agent for the education and betterment of the human condition, human dignity, and world view. Teachers from ASU have acquired the knowledge and skills to meet the needs of a diverse student population through pedagogy guided by assessment and the use of infused technology.

Goals

An ASU teacher is an educator that nurtures all students that appear at the classroom door on any given day. Thoughtful and effective instructional decisions are made in order to prepare students to meet the demands of the future. The pedagogical framework used by the candidates and professional education faculty guides the social, emotional, and cognitive learning of the students. Critical to and subsumed in the outcomes of all programs are the threads of diversity, assessment, and technology.

Performance-based for ability

Show evidence of superior teaching ability through classroom performance. Successful candidates must be able to translate many kinds of knowledge into appropriate teaching behaviors.

Modeling for understanding

Model effective teaching strategies, instructional approaches, and classroom management techniques to increase the learning of all students. This is an essential component of a successful teacher.

Reflective thinking for improvement

Practice reflective thinking to review and analyze teaching performance in order to grow and improve as teachers. Successful teachers recognize the value of reflective thinking to the success of the students and themselves.

Problem solving for progress

Use and model critical and creative thinking, inquiry, decision-making, and other skills relative to solving problems. A teacher who can solve problems is one who can grow with the changes in schools and society.

Characteristics of an Effective Teacher

An ASU candidate exhibits compassion, competence, and collaboration through instruction, reflection, and critique regarding all facets of the teaching/learning cycle. 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

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 Requirements

Field experience, a requirement of the Alabama State Department of Education, is a valuable opportunity for ASU candidates to observe and be involved in real life teaching situations. During P-12 school visits candidates learn pedagogy and management strategies and, in some instances, are allowed to practice their teaching skills. Most courses in the College of Education require field experience placement in P-12 school settings.

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

Introductory Level I – Candidates 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, clinical faculty, and students.

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

Intermediate Level III – Candidates complete internship.

Field Experience Requirements

ABI/FBI Fingerprinting Background Clearance

All Athens State University degree seeking College of Education candidates and Arts & Sciences Licensure and Certification candidates are required to complete an ABI/FBI Background Clearance upon admission to ASU.

Tuberculosis (TB) Skin Test

All Athens State University degree seeking College of Education candidates and Arts & Sciences Licensure and Certification candidates are required to submit a current negative tuberculosis skin (TB) Test to the Certification Office upon admission to ASU. (Negative TB Skin tests are current for 3 years effective from the date read.)

LiveText

LiveText is an online web-based learning assessment. All Athens State University degree seeking College of Education candidates and Arts & Sciences Licensure and Certification candidates are required to purchase LiveText.

General Procedures

Application

An online Field Experience Application must be submitted to the Field Experience Office each semester in which degree seeking candidates are enrolled in courses that require field experience.

Placement

Field Experience placements are made based on the following information:

- Candidate's address
- Candidate's school system requests
- Location and diversity setting of previous field experience assignments
- Candidate's course requirements

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. This is a requirement.
 - 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)
- Make NO negative, 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 ASU email regularly during Field Experience. (This is a Must! Necessary information is often sent during this time.)

ASU Faculty Observations

ASU faculty may observe candidates teaching lessons during field experience.

Field Experience Assessments

During field experience visits, two assessments may be completed:

Professional Disposition Assessment: This is an assessment of your professional dispositions during your visit. It is completed by the hosting classroom teacher

Educate Alabama Assessment: This is an assessment of your teaching debut and only applies to specified senior methods courses (see below). It is completed by either an ASU faculty member or your hosting classroom teacher

- AR 455 Materials and Methods for Teaching Art in P-12
- EL 413 Teaching Reading in the Intermediate Grades
- EL 424 Teaching Math in the Intermediate Grades
- ER 319 Literacy and Literature for the Young Child
- ER 470 Early Childhood Curriculum
- SE 355 Alternative Instructional Strategies
- SE 415 Tr. Plan and Learn Strategies for Adolescents
- HPE 430 Teaching Elementary Physical Education
- HPE 440 Teaching High School Physical Education

Materials and Methods of Teaching in the Middle School and High School:

- BI/CH 456
- EH 457
- MA 454
- SS/HY 450
- SS 333

Field Experience Observation Form

NO – Not Observed		1 – Unacceptable	2 – Acceptable	3 – Target
<u>Score</u>				<u>Score</u>
_____ 1.1	DEMONSTRATES KNOWLEDGE Demonstrates core concepts and facts Demonstrates procedures and skills			_____ 2c1
_____ 3a1	DEMONSTRATES STANDARD ORAL AND WRITTEN COMMUNICATION Uses standard spoken language Uses standard written language Listens actively Uses questioning			
_____ 1.4	DESIGNS INSTRUCTIONAL ACTIVITIES BASED ON ACOS STANDARDS Identifies learning goal for learners Connects standard to knowledge and skills			_____ 3b1
_____ 2b1	DEVELOPS STANDARDS-BASED ACADEMIC GOALS USING KNOWLEDGE OF COGNITIVE, SOCIAL AND EMOTIONAL DEVELOPMENT Identifies needs of learners Identifies standards-based goals			
_____ 1.2	USES STUDENTS’ PRIOR KNOWLEDGE AND/OR INTERESTS AND/OR EXPERIENCES TO PLAN CONTENT AND PROMOTE GOAL ATTAINMENT Activates prior knowledge Identifies students’ interest Relates to students’ experiences			_____ 3b2
_____ 2b4	CREATES LEARNING ACTIVITIES THAT OPTIMIZE INDIVIDUAL GROWTH AND ACHIEVEMENT Uses appropriate resources Uses effective questioning Supports and encourages individual learners			
_____ 4a1	DEVELOPS AND IMPLEMENTS CULTURALLY RESPONSIVE CURRICULUM Adapts instructional strategies Adapts instructional resources			_____ 3c2
_____ 4b2	GUIDES SECOND-LANGUAGE ACQUISITION AND USES ENGLISH LANGUAGE PROFICIENCY (ELP) STRATEGIES TO SUPPORT LEARNING Uses appropriate materials for second language Uses appropriate ELP strategies for instruction			
_____ 4d2	DESIGNS LEARNING TO ENGAGE ALL LEARNING STYLES AND MULTIPLE INTELLIGENCES Identifies strategies to address learning styles and intelligences Identifies resources to address learning styles and intelligences			_____ 3d1
_____ 2b3	DESIGNS LESSON INTEGRATING VARIETY OF APPROPRIATE INSTRUCTIONAL STRATEGIES Uses available curriculum resources Implements a variety of instructional strategies			
_____ 1.5	PROVIDES INSTRUCTIONAL ACCOMMODATIONS, MODIFICATIONS, AND ADAPTATIONS Demonstrates knowledge of various learner needs Designs instructional plan using available resources			_____ 2a1
				_____ 2a2
				_____ 2a3
				_____ 5.4

Field Experience Day Requirements by Major

CAREER TECHNICAL EDUCATION 6-12

Introductory Level I – Candidates 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, clinical faculty, and students.

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

Course Number	Course Title	Level of Experience	Number of Days
CE 305	Meeting the Needs of Exceptional Career/Technical Education Students	2	1 day
CE 432	Teaching Career/Technical ED	2	1 day
CE 433	Learning Resources and Technology in Career/Technical ED	1	1 day
CE 434	Course Development and Evaluation in Career/Technical ED	2	1 day
CE 435	Industrial/Shop Safety	2	1 day
CE 436	Career/Technical Information Guidance	2	2 days
CE 438	Classroom/Laboratory Mgmt. and Student Leadership Dev	2	2 days
CE 439	Career/Technical Student Youth Organizations	2	2 days
CE 440	Testing and Evaluation in CTE	2	1 day
CE 445	Functions of the Coordinator	1	2 days
CE 470	Practicum-Supervised	1	14 days

	Work Experience		
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EARLY CHILDHOOD EDUCATION

Introductory Level I – Candidates 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, clinical faculty, and students.

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

Course Number	Course Title	Level of Experience	Number of Days
ED 301	Foundations I of Education	1	3 days
ED 302	Foundations II of Education	1	3 days
ED 305	Tech and Media in Education	1	3 days
SE 301	Intro to Exceptional Learners	1	3 days
ER 303	Professional Ed Communication	1	3 days
ED 322	Basic Principles of ELL Education	1	3 days
ER 326	Assessment in ECE Classrooms	2	3 days
ER 327	Classroom Mgmt. in ECE Education	2	3 days
ER 323	Teaching Reading in the Primary Grades	1	3 days
ER 330	Children’s Construction of Relationships	2	3 days
ER 430	Investigation, Experimentation and Inquiry	2	3 days
ER 302	Theories and Stages in Language Development	2	3 days
ER 310	Principles of ECE Education	1	3 days
ER 319	Literacy and Literature for the Young Child	2	3 days
ER 470	ECE Curriculum	2	3 days

ELEMENTARY EDUCATION

Introductory Level I – Candidates 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, clinical faculty, and students.

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

Course Number	Course Title	Level of Experience	Number of Days
ED 301	Foundations I of Education	1	3 days
ED 302	Foundations II of Education	1	3 days
ED 305	Tech and Media in Education	1	3 days
SE 301	Intro to Exceptional Learners	1	3 days
EL 321	Teaching Language Arts	2	3 days
ED 322	Basic Principles of ELL Education	1	3 days
EL 324	Teaching Math in the Primary Grades	1	3 days
EL 420	Teaching Science	2	3 days
ER 323	Teaching Reading in the Primary Grades	1	3 days
EL 423	Teaching Social Studies	2	3 days
EL 320	Children's Literature	1	3 days
EL 413	Teaching Reading in the Intermediate Grades	2	3 days
EL 424	Teaching Math in the Intermediate Grades	2	3 days
EL 351	Assessment Strategies in the ELE Classroom	1	3 days
EL 352	Mgmt. Strategies for the ELE Classroom	1	3 days
EL 484	Curriculum Seminar in Elementary Education	2	3 days
EL 315	Teaching Kindergarten	1	3 days

PHYSICAL EDUCATION

Introductory Level I – Candidates 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, clinical faculty , and students.

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

Course Number	Course Title	Level of Experience	Number of Days
ED 301	Foundations I of Education	1	3 days
ED 302	Foundations II of Education	1	3 days
ED 305	Tech and Media in Education	1	3 days
SE 301	Intro to Exceptional Learners	1	3 days
ED 322	Basic Principles of ELL Education	1	3 days
SE 315	Introduction to Cognitive and Health Disabilities	1	3 days
SE 325	Introduction to Learning and Emotional Disabilities	1	3 days
HPE 321	Analysis and Teaching Rhythm and Dance	2	3 days
HPE 324	Analysis and Teaching Team Sports	2	3 days
HPE 350	Adaptive Physical Education and Sports	2	3 days
HPE 400	Organization and Administration of Physical Education	2	3 days
HPE 401	Measurement and Evaluation in PE	2	3 days
HPE 430	Teaching PE in the Elementary School	2	3 days
HPE 440	Teaching PE in High School	2	3 days

COLLABORATIVE EDUCATION K-6 AND 6-12

Introductory Level I –Candidates 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, clinical faculty, and students.

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

**Collaborative K-6 only

***Collaborative 6-12 only

Course Number	Course Title	Level of Experience	Number of Days
ED 301	Foundations I of Education	1	3 days
ED 302	Foundations II of Education	1	3 days
ED 305	Tech and Media in Education	1	3 days
ED 322	Basic Principles of ELL Education	1	3 days
SE 301	Intro to Exceptional Learners	1	3 days
EL 321**	Teaching Language Arts	2	3 days
ER 323	Teaching Reading in the Primary Grades	1	3 days
EL 324	Teaching Math in the Intermediate Grades	1	3 days
EL 413	Teaching Reading in the Intermediate Grades	2	3 days
EL 424	Teaching Math in the Intermediate Grades	2	3 days
SC 333***	Teaching Reading and Writing in the Content Area	2	3 days
SE 315	Intro to Cognitive and Health Disabilities	1	3 days
SE 325	Intro to Learning and Emotional Disabilities	1	3 days
SE 355	Alternative Instructional Strategies	2	3 days
SE 415***	Transition Planning and Learning Strategies for Adolescents	2	3 days

SE 435	Strategies for Individuals with Severe Disabilities	2	3 days
SE 455**	Language and Dev. Strategies for Young Children	2	3 days
SE 402	Assessment of Exceptional Learners	2	3 days

ELEMENTARY/COLLABORATIVE K-6 EDUCATION

Introduction Level I- Candidates 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, clinical faculty and students.

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

Course Number	Course Title	Level of Experience	Number of Days
ED 301	Foundations I of Education	1	3 days
ED 302	Foundations II of Education	1	3 days
ED 305	Tech and Media in Education	1	3 days
ED 322	Basic Principles of ELL Education	1	3 days
SE 301	Intro to Exceptional Learners	1	3 days
EL 321	Teaching Language Arts	2	3 days
EL 324	Teaching Math in the Primary Grades	1	3 days
EL 351	Assessment Strategies for the Elem Classroom	1	3 days
EL 352	Mgmt. Strategies for the Elem Classroom	1	3 days
EL 413	Teaching Reading in the Intermediate Grades	2	3 days
EL 420	Teaching Science	2	3 days

EL 423	Teaching Social Studies	2	3 days
EL 424	Teaching Math in the Intermediate Grades	2	3 days
EL 484	Curriculum Seminar in Elem Education	2	3 days
ER 323	Teaching Reading in the Primary Grades	1	3 days
SE 315	Intro to Cognitive and Health Disabilities	1	3 days
SE 325	Intro to Learning and Emotional Disabilities	1	3 days
SE 355	Alternative Instructional Strategies	2	3 days
SE 435	Strategies for Individuals with Severe Disabilities	2	3 days

Arts & Sciences Licensure and Certification

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

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

*Art P-12 Section Only

Course Number	Course Title	Level of Experience	Hours in Field
ED 301	Foundations of Education I	1	3 days
ED 302	Foundations of Education II	1	3 days
ED 305	Technology and Media in Education	1	3 days
ED 322*	Basic Principles of ELL Education	1	3 days
ED 359*	Assessment/Evaluation Art	2	3 days
ED 360*	Classroom Management P-12	2	3 days

SC 331	Classroom Management in Secondary Education	2	3 days
SE 301	Introduction to Exceptional Learners	1	3 days
SC 333	Teaching Reading/Writing in Content Areas	2	3 days
SC 362	Assessment and Evaluation in Secondary Education	2	3 days
AR 455	Materials and Methods of Teaching Art in P-12	2	5 days
BI 456, CH 456, EH 457, GS 456, HY 450, SS 450,	Content Methods Course(s)	2	5 days