Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Initial Graduate (Alternative Masters) Field Experiences Guide
“The Educator As a Service Professional”
# Table of Contents

<table>
<thead>
<tr>
<th>Topics</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions</td>
<td>3</td>
</tr>
<tr>
<td>General Information</td>
<td>4</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Responsibilities of University Candidates</td>
<td>6</td>
</tr>
<tr>
<td>Responsibilities of Course Instructors</td>
<td>7</td>
</tr>
<tr>
<td>Responsibilities of Cooperating Schools and Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Assessment Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Pre-Entry – Information, Guidelines, Rubrics</td>
<td>10 - 15</td>
</tr>
<tr>
<td>Entry – Information, Guidelines, Rubrics</td>
<td>16 – 25</td>
</tr>
<tr>
<td>Pre-Clinical – Information, Guidelines, Rubrics</td>
<td>26 – 41</td>
</tr>
<tr>
<td>Clinical</td>
<td>42 - 43</td>
</tr>
</tbody>
</table>
Definitions

**Cooperating Teacher/Mentor Teacher** - the P-12 teacher directly responsible for the day-to-day supervision of the candidate at the school site.

**Internship/Student Teaching** – full time experiences of a teacher education candidate in the schools, culminating in the exercise of responsibility for the teaching role for which the candidate is preparing under the supervision of personnel from a public school system or regionally accredited private school and the institution of higher education in which the student is enrolled.

**Director of Field Experiences** – the University faculty/staff member responsible for directing all phases of the Field Experiences Program.

**Field Experiences** – an ongoing, field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research.

**Practicum** – a unit of instruction in the candidate’s teaching field which combines formal study and instruction with practical experience in the classroom in the area of specialization.

**University Supervisor** – the person assigned by the University to supervise the internship candidate during the clinical experiences. For the purposes of pre-entry, entry, and pre-clinical experiences of the Field Experiences Program (FEP), the University Supervisor is the course instructor.
General Information

The purpose of the Field Experiences Program (FEP) in the teacher education program is to allow candidates to become familiar with and participate in a variety of instructional situations beginning with the first entry-level education course and extending through the program with the culminating activity of the internship. Candidates are provided opportunities to become more involved in classroom settings until they assume full internship responsibilities and manage entire classrooms. The comprehensive set of field experiences in the professional education program enables candidates to make practical applications of content knowledge, learning principles, teaching techniques, and instructional materials in a supportive classroom environment with monitoring and specific feedback from school-based personnel and University supervisors.

Prospective teachers at Alabama A&M University earn either a baccalaureate degree through the undergraduate teacher education program or a master’s degree through the Nontraditional teacher education program from departments programs within the College of Education, Humanities, and Behavioral Sciences. The FEP is an integral component of the preparation program for prospective teachers and is a requirement of selected courses in each candidate’s curriculum. It provides systematic and sequential experiences in P-12 school settings which allow candidates to integrate knowledge acquired in coursework with professional teaching skills. The FEP is designed to provide a continuum of experiences that enable candidates to acquire the dispositions, knowledge, skills, and competencies essential to their growth as professionals.

The FEP is designed to provide the prospective teacher with a sequentially-designed, performance-based experience that will derive four major benefits:

- an opportunity to decide, based on classroom interaction with students, whether he or she honestly desires to become a classroom teacher;
- an opportunity to develop an understanding of the role of a classroom teacher as perceived from a teacher’s standpoint;
- an opportunity to become more cognizant of the relevancy of what is being taught in the college courses and be able to relate the subject matter to the public school setting; and
- an opportunity to develop teaching competencies through application and usage in a classroom.
Policies and Procedures

1. Candidates participating in the field experiences program (FEP) will be under the direct supervision of the cooperating teachers at the P-12 schools during the period of assignment in the schools.

2. Assignment of candidates to school settings will be made by the Director of Field Experiences and School Partnerships, in collaboration with University methods course instructors, in collaboration with and subject to the approval of the cooperating principals and teachers at the P-12 schools.

3. **Attendance is mandatory.** Candidates must notify the school or contact the cooperating teacher by 7:15 A.M. if an illness or emergency necessitates an absence.

4. Candidates must **immediately** contact the University course instructor and the Director of Field Experiences and School Partnerships in the event of an absence from the field experiences assignment (school).

5. **Arrangements for make-up sessions will generally not be made, except in extenuating circumstances.** Such make-up arrangements must be coordinated through the Director of Field Experiences and School Partnerships. The Director will collaborate with the university instructor, the school principal, and the cooperating teacher to determine if an additional placement will be arranged.

6. Candidates must be punctual and should make every effort to complete classroom obligations and assignments in a professional manner.

7. Attire of candidates participating in the FEP should reflect professional standards and should be within the College of Education, Humanities, and Behavioral Sciences dress code guidelines (e.g., no jeans, revealing attire, caps, flip flops).

8. Relationships with students, colleagues, or other community residents should remain on a professional level at all times to insure effectiveness as teacher candidates.

9. The College reserves the right to **withdraw** candidates engaged in the FEP from a school when, in the opinion of the principal, cooperating teacher, and the Director of Field Experiences and School Partnerships, it is in the best interest of the candidate, the school system, and the University.

10. Candidates who do not complete the required field experiences will receive a grade of “I” or “F” until the experiences are fulfilled.
Responsibilities of University Candidates
Participating in the Field Experiences Program (FEP)

University candidates participating in all phases of the Field Experiences Program (FEP) are expected to comply with all academic regulations and course requirements specified in the course syllabi. In addition to following Alabama A & M University policies and procedures, candidates must comply with regulations found in the State of Alabama Teacher Education Code. This includes providing documentation of background clearance. No candidates will be allowed to participate in field experiences, without documentation of background clearance.

At the school sites, candidates are expected to complete the following:

- be punctual, courteous, cooperative, receptive and responsible while at the placement site
- convey a professional demeanor in behavior and appearance
- be understanding and be willing to fulfill the responsibilities as outlined in the clinical field experience guide/handbook and the local school handbook and/or guidelines
- respect and protect the confidentiality of students and of the school
- notify the school, cooperating teacher, the university instructor and The Director of Field Experiences and School Partnerships if an emergency arises which prevents the candidate from fulfilling the total requirements of the field experiences
- arrange for transportation to and from the placement site
- participate in seminars and discussions with the university instructor
- meet with the cooperating teacher to discuss the performance assessment
- complete written reflective journals of the field experiences, complete assignments for working with English Language Learners and other assignments required by the university instructor
- keep an attendance sheet
- maintain an electronic portfolio
Responsibilities of the Course Instructors
Participating in the Field Experiences Program (FEP)

The course instructors for the teaching field education methods courses are involved in the orientation, supervision, and evaluation activities required by the clinical field experiences program. They maintain continual contact with the Office of Field Experiences and School Partnerships.

Specific responsibilities of the course instructors are to:

- assist the Director of Field Experiences and School Partnerships in determining candidate needs and areas of interest in arranging placements
- monitor the placement site selection process and make decisions about individual candidate problems in scheduling the field experiences
- instruct candidates concerning behavioral expectations while at the school site
- distribute site observation/assessment forms, timesheets, and other materials for candidates to complete
- instruct candidates on the use of the forms
- review and evaluate the completed forms
- supervise field experiences through on-site visits, classroom co-teaching assignments, regular email/telephone contact with the cooperating school principal and teacher to allow for feedback concerning the candidate performance
- conduct debriefing sessions with candidates for the purpose of discussing their experiences, reflecting upon the experiences, and obtaining assessments related to the experiences
- address any questions or needs for adjustment that may arise for immediate and effective resolution
- collaborate with the Office of Field Experiences and School Partnerships in developing and implementing an effective Field Experiences Program (FEP) to meet the needs of teacher education candidates
Responsibilities of Cooperating Schools and Teachers
Participating in the Field Experiences Program (FEP)

The selection of cooperating schools and teachers for the Field Experiences Program (FEP) is based on the acceptance of the vital role the teachers play in the University’s teacher education program, the willingness to assist in preparing high-caliber teachers, and the desire to influence the quality of teachers entering the profession. Every effort is made to place University candidates with Cooperating Teachers who have demonstrated outstanding mentoring and leadership skills and who have been recommended by their school administrators as qualified for the service, and who are enthusiastic about assisting candidates in the transition from knowledge of theory to application of skills.

Specific responsibilities of the cooperating schools and teachers include the following:

- welcoming and orienting the University candidate to the school site
- allowing the University candidate to participate in classroom activities
- assisting the University candidate in developing and implementing appropriate instructional techniques and activities to meet the needs of the classroom
- monitoring candidate progress and providing appropriate feedback to the candidate and University Supervisor
- evaluating candidate performance while utilizing University-provided forms that address the standards/competencies required of all beginning teachers in the State of Alabama:
  1. content knowledge
  2. teaching and learning
  3. literacy
  4. diversity
  5. professionalism
- providing feedback to the Office of Field Experiences and School Partnerships and University Supervisors on pertinent knowledge and skills necessary for candidates to become effective teachers
- reporting any difficulties experienced in working with the candidate to the Director of Field Experiences and School Partnerships
Assessment Procedures – Field Experiences Program (FEP)

Successful completion and accomplishment of required competencies must be documented to facilitate the candidate’s admission to teacher education, progression through the program from pre-entry, to entry, to pre-clinical and to the final clinical/internship. Field Experiences Assessment forms are to be completed by the cooperating teacher. All assessment forms are discussed with the candidate, given to the candidate, who submits to the course instructor for review. After review, and entering the information into LiveText, the course instructor submits a copy of the form to The Office of Field Experiences and School Partnerships after the completion of each field experiences assignment.

Field experiences are integral components of the course requirements and curricula. Failure to successfully complete field experiences results in incomplete grades and/or course failure. Failure to successfully complete the required clinical field experiences delays the candidate’s eligibility for admission to teacher education, clinical/internship, and subsequent graduation.
Pre-Entry
No formal field experiences are attached to pre-entry courses.

Candidates are informed about the “opening and closing of the school year requirements” while enrolled in pre-entry courses. Verification forms and assessment rubrics for the “opening and closing of the school year experiences” are distributed in the pre-entry courses.

Pre-Entry Level Courses

- FED 501 Foundations of Education
- SPE 501 Intro. to Study of Exceptional Children
- FED 529 Computer-Based Instructional Technology

Pre-Entry Level Courses and Requirements:
( Candidates complete, or demonstrate, the following before enrolling in the pre-entry courses: (1) a cumulative Grade Point Average (GPA) of 2.50 on the bachelor’s degree transcript reflected as of the day the degree was awarded; (2) satisfy the GRE requirement: 400 Verbal and 400 Quantitative; (3) if GRE requirement is not met, must pass ENG 500 and/or MTH 500; (4) complete and submit the Application for Admission to Teacher Education along with a $15.00 non-refundable money order made payable to Alabama A&M University; (5) submit the Health Record Form (negative TB skin test or chest X-Ray; (6) purchase a subscription to LiveText (www.LiveText.com), “THE FIELD EXPERIENCE EDITION”, Fee: $113; (7) complete all deficiency coursework; (8) make sure all official copies of undergraduate transcripts AND transcripts for transferred courses are on file in the Teacher Service Center; (9) provide a copy of GRE score reports to place on file in the Teacher Service Center; (10) provide clear Fingerprint/Background Check (www.cogentid.com/AL) Fee: $54.15; (11) submitted Program of Study with academic advisor and submit to the Teacher Service Center)
Pre-Entry Assessment Verification Rubrics

Opening of the School Year Form
Closing of the School Year Form
**Opening and Closing of the School Year Assessment Rubrics and Verification Forms**

All candidates, prior to completing the internship, complete field experiences that include the opening and closing of the school year (at least one full day at the opening and one full day at the closing). Many school districts start the year early in August, before the beginning of Alabama A & M’s Fall Semester. Most school districts end the year in late May or June, after the end of the Spring Semester at Alabama A&M University. Candidates may not be in Huntsville during that time. Therefore, candidates make arrangements with principals, in their hometowns, or in Huntsville, to spend the first days of the school year and the last days of the school year, at schools selected by the candidates.

**Directions:** The candidates complete the top of the form with all required information. The cooperating teacher assesses and documents the experiences as “satisfactory” or “unsatisfactory”, signs and verifies the information and gives to the candidate who submits the completed form after the experiences are completed to The Office of Field Experiences and School Partnerships. Separate forms document the opening and closing requirements.

**Rating Scale:**

- **Satisfactory**: This indicates the clinical candidate’s performance is acceptable and consistently meets standards.
- **Unsatisfactory**: This indicates the clinical candidate’s performance is not acceptable and does not meet standards. Improvement is needed. The performance is not acceptable.
Opening of the School Year - Field Experiences Assessment and Time Sheet

Name:____________________________________  Date:____________________________________

Student#:________________________________ Major:____________________________________

Address:____________________________________ Home#:________________________________

Cell#:____________________________________  Email:____________________________________

Name of School:________________________________  Grade:________________________________

Address of School:_____________________________________________________________________

Name of School District:_________________________________________________________________

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</table>

Description of activity in which candidate engaged/participated:

Activities Observed (Check as many boxes as applicable.):

- Assignment of Seats:
- Distribution of Books:
- Collection of Books:
- Accounting of Materials:
- Meeting Parents:
- Car Duty:
- Hall Duty:
- Cafeteria Duty:

Below to be completed and signed by cooperating teacher and/or principal:

Overall rating of field experiences completed by Alabama A&M candidate at school site:

Satisfactory:

Unsatisfactory:

Signature of Principal:____________________________________ Date:__________________________

Signature of Teacher:____________________________________ Date:__________________________

Signature of Intern:_____________________________________ Date:__________________________

Please return this form, completed to The Office of Field Experiences, PO Box 1343, Normal, AL 35762. Attention: Director of Field Experiences and School Partnerships, Alabama A&M University (256) 372-5509
Closing of the School Year - Field Experiences Assessment and Time Sheet

Name: __________________________ Date: __________________________

Student #: ______________________ Major: __________________________

Address: ________________________ Home#: _________________________

Cell#: __________________________ Email: __________________________

Name of School: __________________ Grade: ________________________ Subject: __________________________

Address of School: ____________________________________________________________

Name of School District: ________________________________________________________

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</tbody>
</table>

Description of activity in which candidate engaged/participated:

Activities Observed (Check as many boxes as applicable.):

Assignment of Seats: [ ]

Distribution of Books: [ ]

Collection of Books: [ ]

Accounting of Materials: [ ]

Meeting Parents: [ ]

Car Duty: [ ]

Hall Duty: [ ]

Cafeteria Duty: [ ]

Below to be completed and signed by cooperating teacher and/or principal:

Overall rating of field experiences completed by Alabama A&M candidate at school site:

Satisfactory [ ]

Unsatisfactory [ ]

Signature of Principal __________________________ Date __________________________

Signature of Teacher __________________________ Date __________________________

Signature of Intern __________________________ Date __________________________

Please return this form, completed to The Office of Field Experiences, PO Box 1343, Normal, AL 35762. Attention: Director of Field Experiences and School Partnerships, Alabama A&M University (256) 372-5509
Entry
Entry Field Experiences – the “first/early field experiences” - 50 hours minimum (seven (7) full days or fourteen (14) one-half days)
Field experiences at the entry level are completed during the time that candidates are enrolled in the entry-level courses.

Entry Level Courses:

Entry Level Courses:

- FED 503 Introduction to Educational Research
- FED 504 Evaluation of Teaching & Learning
- FED 521 Introduction to Multicultural Education

(In order to enroll in entry-level courses, candidates must have achieved formal admission into the Teacher Education Program (TEP); have acceptable scores on all Pre-Entry Level assessments; and have maintained a cumulative GPA of 3.00 in each of the teaching field, professional studies, and overall areas.)

Entry-level field experiences concentrate on the elements of diversity and exceptionalities. Assessments completed by the cooperating teachers focus on professional dispositions.
Candidate Guidelines for Entry Field Experiences
During the entry field experiences, the candidate completes the following:

- engages in a minimum of (50) fifty hours, (7) seven full days or (14) fourteen one-half days
- is placed in rural/county setting, while gaining practical experiences with exceptional learners and English Language Learners
- is assigned to special education/collaborative cooperating teacher
- completes entry requirements for working with English Language Learners
- keeps a log of field experiences, time sheet, and begins an electronic portfolio

Examples of appropriate entry activities include the following:

- participates as observer, reflector, leader, mentor, tutor, aide, and or assistant of a group;
- reads to small groups of students;
- tutors individual students;
- assists with monitoring playground and gym activities;
- assists with bulletin boards and other project constructions;
- assists with monitoring in the cafeteria;
- operates technology and equipment;
- observes and assists with classroom management techniques;
- assists with classroom instruction;
- assists with homework assignments;
- monitors and/or assesses assignments

Acceptable school sites are the following:

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Madison County Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central School</td>
<td>Buckhorn M.S. (7-8)</td>
<td>Meridianville M.S. (6-8)</td>
<td>Buckhorn High</td>
</tr>
<tr>
<td>Endeavor Elementary</td>
<td>Monrovia M.S. (6-8)</td>
<td>Sparkman M.S. (6-8)</td>
<td>Hazel Green High</td>
</tr>
<tr>
<td>Harvest Elementary</td>
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<td></td>
<td>Madison Co. Career Acad.</td>
</tr>
<tr>
<td>Hazel Green Elementary</td>
<td></td>
<td></td>
<td>Madison Co. High</td>
</tr>
<tr>
<td>Legacy Elementary</td>
<td></td>
<td></td>
<td>New Hope High</td>
</tr>
<tr>
<td>Lynn Fanning Elementary</td>
<td></td>
<td></td>
<td>Sparkman 9th Grade School</td>
</tr>
<tr>
<td>Mt. Carmel Elementary</td>
<td></td>
<td></td>
<td>Sparkman High (10-12)</td>
</tr>
<tr>
<td>Madison County Elementary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Madison Cross Roads Elementary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Monrovia Elementary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>New Hope Elementary</td>
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<tr>
<td>New Market Elementary</td>
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<td></td>
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<tr>
<td>Owens Crossroads</td>
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<tr>
<td>Riverton Elementary (K-3)</td>
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<tr>
<td>Riverton Intermediate (4-6)</td>
<td></td>
<td></td>
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<tr>
<td>Walnut Grove Elementary</td>
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</tbody>
</table>
Entry

Assessment Rubrics

Dispositions Assessment Rubric
Candidate’s Self Assessment/Reflection
Entry English Language Learner’s Assignment and Rubric
Dispositions Assessment Rubric

The field experiences and clinical teacher education faculty at Alabama A & M University (AAMU) are committed to preparing teacher candidates who demonstrate the professional attitudes, values, and beliefs through both verbal and non-verbal behaviors as they interact with students, families, colleagues, and communities. The positive behaviors support student learning and development. The education clinical faculty has determined seven dispositions that are aligned with the Alabama Quality Teaching Standards (AQTS) and AAMU’s conceptual framework.

Faculty members are best positioned to identify potential problems and initiate early intervention strategies before candidates reach candidacy. The college has developed formal disposition criteria for initial program teacher candidates enrolled in courses within the Teacher Education Program (TEP). The Disposition Rubric consists of seven characteristics expected of all candidates at all points in their program. The dispositions are developmental in nature, i.e., there is an expectation of growth as candidates progress through the program from pre-entry to clinical. Candidates are rated by the cooperating teacher at the school site (and the university-based clinical faculty member while enrolled in the courses at each level).

Directions: Please check the appropriate box and column for each disposition and add comments, especially if “unacceptable” is chosen.

Rating Scale:

1 = Unacceptable  This indicates the clinical field experiences candidate’s performance is not acceptable. Improvement activities must be undertaken immediately.

2 = Acceptable   This indicates the clinical field experiences candidate’s performance sometimes, but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.

3 = Good        This indicates the clinical field experiences candidate’s performance meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.

4 = exemplary   This indicates the clinical student does an outstanding job. No area for improvement is readily identifiable.
Professional Dispositions Assessment Rubric
Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Assessment Completed by Cooperating Teacher and AAMU Field Experiences Instructors and Supervisors

The rubric assesses seven proficiencies that the AAMU professional teacher educators and school professionals agree represent the content knowledge and core concepts of the initial programs. The rubric is to be completed by the team, consisting of the cooperating teacher and the AAMU Instructor/Supervisor. The team members complete the rubric independently of each other.

Candidate’s name:_____________________

Name of Course Enrolled - Prefix_________ Title__________________ Course Number__________________ GRAD____ UG____

Transitions Point (check one): Pre-Entry Entry Pre-Clinical Clinical Completion

Name of School _____________________ Grade level: ______________________

Subject Areas Observed_______________________ Name of Cooperating Teacher_____________________

Name of AAMU Clinical Instructor/Supervisor_____________________

Name of Person Completing the Assessment_____________________________ Date_________________

Signature of Person Completing the Assessment_____________________________

Directions: Rate the candidate in terms of how adequately the candidate is prepared to deal with each area listed below.

Rating Scale:
1 = Unacceptable This indicates that the clinical performance is not acceptable. Improvement activities must be undertaken immediately.

2 = Acceptable This indicates that the clinical performance sometimes, but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.

3 = Good This indicates that the clinical performance meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.

4 = Exemplary This indicates the clinical performance is outstanding. No area for improvement is readily identifiable.

The pre-service candidate demonstrates the ability to perform the following:

<table>
<thead>
<tr>
<th>Competence Indicator</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>1. Maintain a high level of professionalism: Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. AQTS (5)(c)2.(iv)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Conducts self in an ethical manner, consistent with the profession: Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities. AQTS (5)(c)1.(x)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Demonstrates fairness with all learners, families, and community stakeholders: Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. AQTS (5)(c) 1.(v)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Displays behavior that reflects the belief that all students can learn: Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. AQTS (2)(c)2.(v)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Demonstrates high expectations for all learners: Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. AQTS (2)(c) 4.(x)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Displays a spirit of cooperation with learners, parents, and colleagues: Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners. AQTS (4)(c)5.(ii)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. Exemplifies an appreciation for diversity of learners: Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities. AQTS (2)(c )3.(iii)</td>
<td>1 2 3 4</td>
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</table>

Total Score for Professional Dispositions Rubric ___________ out of 28 possible
Candidate’s Self Assessment/ Reflection
Entry Level

Candidate’s Name _______________________Student number _______________
Program__________________

(This form is to be completed at the end of the entry-level field experiences, turned into the courses instructor, and then submitted to The Office of Field Experiences and School Partnerships with the rubric and time report.)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>(Check the appropriate response to the following questions)</th>
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<td></td>
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<td>Did you always want to become a teacher?</td>
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<td>Did you have an inspiring teacher during your years in school?</td>
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<td>Did you have teachers you didn’t like and do you want to create a different experience than you had in school?</td>
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<td>Revisit your commitment and choice to become a teacher. Is teaching your first choice as a profession?</td>
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<td>After completing field experiences are you thinking of changing your major?</td>
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List three positive aspects of working with P-12 students?
1.
2.
3.

List three ways the field experiences activities have been a professionally rewarding developmental experience.
1.
2.
3.
# Field Experiences Attendance Form

Candidate’s Name_________________________________ Student Number_____________________

Course Enrolled________________________________________ Course #____________________

Semester____________________ Major_____________________ Grade_____________________

School____________________ Cooperating Teacher________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Signature of Supervising Teacher</th>
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</tbody>
</table>

________________________________________  ________________________________
Signature, Candidate  Signature, Cooperating Teacher

________________________________________  __________________________________
Date  Date
Entry-Level English Language Learners (ELL) Assignment

(The assignment is completed during the entry field experiences and submitted into LiveText with a hard copy attached to the timesheet and assessment sheet.)

If candidates are not in a classroom with English Language Learners, they should ask to go to a classroom for at least one period, or an entire day, if possible.

The following is to be completed during the field experiences with exceptional learners and English Language Learners.

1. Describe the demographics of the classroom (i.e., number of students, ethnicity of each, gender of teacher, linguistic diversity (ELL)).

2. Describe an English Language Learner (age, grade, ethnicity).

3. Observe the English Language Learner interacting with the other students. What barriers to you observe? Does language present a barrier?

4. Observe a lesson in a subject area. Describe the lesson. What is the subject area?

5. What strategies does the teacher use to facilitate understanding?

6. Reflect upon the lesson. What difficulties did the English Language Learner have with understanding the teacher and the content?

7. What strategies were successful? How would you have taught the lesson and facilitated understanding if you were the teacher?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the demographics of the classroom (i.e., number of students, ethnicity of each, gender of teacher, linguistic diversity (ELL))</td>
<td>Description is well-written, grammatically correct, and is complete and includes number, ethnicity, gender, or linguistic.</td>
<td>Description is partial and omits one of the following: number, ethnicity, gender, or linguistic.</td>
<td>Description is vague and omits two of the following: number, ethnicity, gender, or linguistic.</td>
<td>Description is missing or omits important variables.</td>
<td></td>
</tr>
<tr>
<td>2. Describe an English Language Learner (age, grade, ethnicity).</td>
<td>Description is well-written, grammatically correct, and is complete.</td>
<td>Description is partial and omits one of the following: age, grade, ethnicity.</td>
<td>Description is vague and omits two of the following: age, grade, ethnicity.</td>
<td>Description is missing or omits important variable.</td>
<td></td>
</tr>
<tr>
<td>3. Observe the English Language Learner interacting with the other students. What barriers to you observe? Does language present a barrier?</td>
<td>Observation is well-written, grammatically correct, and is complete.</td>
<td>Observation is partial and omits a description of the barriers.</td>
<td>Observation is vague and does not discuss language barriers.</td>
<td>Observation is missing or omits important information.</td>
<td></td>
</tr>
<tr>
<td>4. Observe a lesson in a subject area. Describe the lesson. What is the subject area?</td>
<td>Observation is well-written, grammatically correct, and is complete.</td>
<td>Observation is partial and does not describe the lesson.</td>
<td>Observation is vague and does not accurately describe the lesson.</td>
<td>Observation is missing or omits important information.</td>
<td></td>
</tr>
<tr>
<td>5. What strategies does the teacher use to facilitate understanding?</td>
<td>Description is well-written, grammatically correct, and is complete.</td>
<td>Description is partial and does not sufficiently describe strategies.</td>
<td>Description is vague and does not describe strategies.</td>
<td>Description is missing or omits necessary information.</td>
<td></td>
</tr>
<tr>
<td>6. Reflect upon the lesson. What difficulties did the English Language Learner have with understanding the teacher and the content?</td>
<td>Reflection is well-written, grammatically correct, and describes the difficulties.</td>
<td>Reflection is partial and does not sufficiently describe the difficulties.</td>
<td>Reflection is vague and does not describe the difficulties.</td>
<td>Reflection is missing or omits difficulties that the teacher encounters.</td>
<td></td>
</tr>
<tr>
<td>7. What strategies were successful? How would you have taught the lesson and facilitated understanding if you were the teacher?</td>
<td>Description is well-written, grammatically correct, and describes how the candidate would have taught the lesson.</td>
<td>Description is partial and does not explain how the candidate would have taught the lesson.</td>
<td>Description is vague and does not describe what strategies were successful or what the candidate would have used.</td>
<td>Description is missing or omits strategies and explanations.</td>
<td></td>
</tr>
</tbody>
</table>

Rating Scale: 1 = unacceptable, 2 = acceptable, 3 = good, 4 = exemplary.

Total ___________ out of 28
Pre- Clinical
Pre-Clinical Field Experiences – 155 hours minimum
Pre-clinical field experiences are completed during the time that candidates are enrolled in the following courses:

AGB 508 Planning, Organizing, & Teaching Agriscience
ART 532 Teaching/Supervision of Art in Public School
BED 501 Principles of Teaching Business Education
BED 515 Management Information Systems
ECE 304 Teaching Reading to Young Children
ECE 305 M/M of Mathematics
ECE 407 Intermediate Readers
FCS 505 Curriculum, Planning & Development in FCS
MUS 530 K-12 Curriculum
PED 305 M/M Teaching Elementary Physical Education
PED 306 M/M Teaching Secondary Physical Education
SED 515 Reading in Content Area
SED 521 English in Secondary Schools
SED 522 Mathematics in Secondary Schools
SED 523 Social Studies in Secondary Schools
SED 524 Science in Secondary Schools
SPE 500 Teaching Sec. Children w/ Disabilities 6-12
SPE 540 Teaching Elem. Students w/ Disabilities K-6
SPE 541 Teaching ECE with Disabilities K-6

Candidate Guidelines for Pre-Clinical Field Experiences
During the pre-clinical field experiences, the candidate completes the following:

- Engages in a minimum of (155) one hundred fifty-five hours of field experiences
- Observes and reflects upon methods of teaching and learning environments
- Observes and reflects upon small group/tiered instruction and individualized and differentiated instruction
- Plans, prepares, presents, and assesses course related materials and activities (i.e. lesson plans, learning centers, units plans, etc.)
- Engages in individualized tutoring
- Conducts small group/tiered instruction
- Assists with and co-teaches lessons and/or units
- Administers diagnostic assessments
- Assists with laboratory activities;
- Completes pre-clinical requirements for working with English Language Learners
- Keeps a daily log of field experiences and develops an electronic portfolio.
<table>
<thead>
<tr>
<th>Programs</th>
<th>Certification Level</th>
<th>Pre-Clinical Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>P-12</td>
<td>Art 532 Teach./Sup. Of Art in Public School; SED 515 Reading in the Content</td>
</tr>
<tr>
<td>Music, Instrumental</td>
<td>P-12</td>
<td>Music 530 K-12 Curriculum; Music 517 Conducting; Music 520 History and Phil of Music Ed; SED 515 Reading in the Content</td>
</tr>
<tr>
<td>Music, Vocal/Choral</td>
<td>P-12</td>
<td>Music 530 K-12 Curriculum; Music 520 History and Phil of Music Ed; SED 515 Reading in the Content</td>
</tr>
<tr>
<td>Physical Education</td>
<td>P-12</td>
<td>PED 305 M/M Teach Ele. P.E.; PED 306 M/M Teach Sec. P.E.; SED 515 Reading in the Content</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>P-3</td>
<td>ECE 304 Teach. Reading to Young Children; ECE 305 M/M of Mathematics ( Graduate majors obtain the field experiences when enrolled in the undergraduate methods prerequisite courses.)</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>K-6</td>
<td>ECE 304 Teach. Reading to Young Children; ECE 305 M/M of Mathematics; ECE 407 Intermediate Readers (Graduate majors obtain the field experiences when enrolled in the undergraduate methods prerequisite courses.)</td>
</tr>
<tr>
<td>Collaborative Teacher</td>
<td>K-6</td>
<td>ECE 305 M/M of Mathematics; (Graduate majors obtain the field experiences when enrolled in the undergraduate methods prerequisite courses.)</td>
</tr>
<tr>
<td>Collaborative Teacher</td>
<td>6-12</td>
<td>SED 515 Reading in the Content; SED 422 Mathematics in Secondary Schools; SED 521 English in Secondary Schools, SED 523 Soc. Stud. in Secondary Schools; SED 524 Science in Secondary Schools (pick two courses from the previous three courses); SPE 540 Tch. Ele. Stu. With Dis. K-6 – odd years; SPE 541 Tch. ECE with Dis. K-6 - even years</td>
</tr>
<tr>
<td>Secondary Education (Agriscience Education)</td>
<td>6-12</td>
<td>AGB 508 Planning, Organizing, and Teaching Agriculture; SED 515 Reading in the Content; SED 595 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Biology)</td>
<td>6-12</td>
<td>SED 524 Science in Secondary Schools; SED 515 Reading in the Content; SED 595 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Business/Marketing)</td>
<td>6-12</td>
<td>BED 501 M/M Prin. Of Teaching Bus. Ed; BED 515 Management of Information Systems; SED 515 Reading in the Content; SED 595 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Chemistry)</td>
<td>6-12</td>
<td>SED 524 Science in Secondary Schools; SED 515 Reading in the Content; SED 594 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (English Language Arts)</td>
<td>6-12</td>
<td>SED 521 English in the Secondary Schools; SED 515 Reading in the Content; SED 594 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Family &amp; Consumer Sciences)</td>
<td>6-12</td>
<td>FCS 505 Cur. Plan. &amp; Dev. In FCS; SED 515 Reading in the Content; SED 595 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (General Social Sciences)</td>
<td>6-12</td>
<td>SED 523 Social Studies in Secondary Schools; SED Reading in the Content; SED 595 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (General Science)</td>
<td>6-12</td>
<td>SED 524 Science in Secondary Schools; SED Reading in the Content; SED 595 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Mathematics)</td>
<td>6-12</td>
<td>SED 522 Mathematics in Secondary Schools; SED Reading in the Content; SED 595 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Physics)</td>
<td>6-12</td>
<td>SED 524 Science in Secondary Schools; SED 515 Reading in the Content; SED 594 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Technical Education)</td>
<td>6-12</td>
<td>TTE 501 Tech. in Career Tech. Ed.; SED 515 Reading in the Content; SED 594 Pre-Clinical Field Experiences</td>
</tr>
<tr>
<td>Secondary Education (Career Tech.)</td>
<td>6-12</td>
<td>TYE 504 Plan &amp; Org Career Tech. Ed.; SED 515 Reading in the Content; SED 594 Pre-Clinical Field Experiences</td>
</tr>
</tbody>
</table>
Important Elements Regarding Pre-Clinical Field Experiences

1. The pre-clinical experiences should span the grade levels of certification.

2. Candidates enrolled in P-12 programs alternate experiences between P-5 and 6-12 field experiences.

3. Candidates enrolled in secondary 6-12 programs alternate experiences between grades 6-8 and 9-12. When enrolled in SED 409 candidates engage in field experiences at the 6-8, middle school level. When enrolled in the methods of teaching courses, candidates engage in experiences at the 9-12, high school level.


5. Candidates enrolled in the Elementary K-6 program alternate experiences between grades K-3 and 4-6.

6. Candidates enrolled in the Collaborative K-6 program alternate experiences between grades K-3 and 4-6.

7. Candidates enrolled in the Collaborative 6-12 program alternate experiences between grades 6-8 and 9-12.
Chart Depicting How Candidates Complete Field Experiences That Span the Grade
Levels of Certification

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/Early Childhood/ Special Education Collaborative (grades K-3)</td>
<td>Elementary/Early Childhood/ Special Education Collaborative (grades 4-6)</td>
</tr>
<tr>
<td>Art/Music (grades 9-12)</td>
<td>Art/Music (Grade P-5)</td>
</tr>
<tr>
<td>Reading in the Content (Grades 6-8)</td>
<td>Reading in the Content (Grades 6-8)</td>
</tr>
<tr>
<td>PE (grades 9-12)</td>
<td>PE (Grades P-5)</td>
</tr>
<tr>
<td>Reading in the Content (Grades 6-8)</td>
<td>Reading in the Content (Grades 6-8)</td>
</tr>
<tr>
<td>Secondary (grades 9-12)</td>
<td>Secondary (grades 9-12)</td>
</tr>
<tr>
<td>Reading in the Content (Grades 6-8)</td>
<td>Reading in the Content (Grades 6-8)</td>
</tr>
</tbody>
</table>
Pre- Clinical

Assessment Rubrics

Professional Dispositions Assessment Rubric
Technology Assessment Rubric
Disciplinary Content Knowledge Assessment Rubric
Pre-Clinical-Level English Language Learners (ELL) Assignment and Rubric
Dispositions Assessment Rubric

The field experiences and clinical teacher education faculty at Alabama A & M University (AAMU) are committed to preparing teacher candidates who demonstrate the professional attitudes, values, and beliefs through both verbal and non-verbal behaviors as they interact with students, families, colleagues, and communities. The positive behaviors support student learning and development. The education clinical faculty determined seven dispositions that are aligned with the Alabama Quality Teaching Standards (AQTS) and AAMU’s conceptual framework.

Faculty members are positioned to identify potential problems and initiate early intervention strategies before candidates reach candidacy. The college has developed formal disposition criteria for initial program teacher candidates enrolled in pre-entry courses and courses within the Teacher Education Program (TEP). The Disposition Rubric consists of seven characteristics expected of all candidates at all points in their program. The dispositions are developmental in nature, i.e., there is an expectation of growth as candidates progress through the program from pre-entry to clinical. Candidates are rated by the cooperating teacher at the school site (and the university-based clinical faculty member while enrolled in the courses at each level).

Directions: Please check the appropriate box and column for each disposition and add comments, especially if “unacceptable” is chosen.

Rating Scale:

1 = Unacceptable
This indicates the clinical field experiences candidate’s performance is not acceptable. Improvement activities must be undertaken immediately.

2 = Acceptable
This indicates the clinical field experiences candidate’s performance sometimes, but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.

3 = Good
This indicates the clinical field experiences candidate’s performance meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.

4 = exemplary
This indicates the clinical student does an outstanding job. No area for improvement is readily identifiable.
Professional Dispositions Assessment Rubric
Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Assessment Completed by Cooperating Teacher and AAMU Clinical Instructors and Supervisors

The rubric assesses seven proficiencies that the AAMU professional teacher educators and school professionals agree represent the content knowledge and core concepts of the initial programs. The rubric is to be completed by the team, consisting of the cooperating teacher and the AAMU Instructor/Supervisor. The team members complete the rubric independently of each other.

Candidate’s name: ____________________

Major _____________________________

Banner Number ______________________

Name of Course Enrolled - Prefix ______ Title ______ Course Number ________ GRAD ___ UG ______

Transitions Point (check one): _______ Pre-Entry ______ Entry ______ Pre-Clinical ______ Clinical ______ Completion ______

Name of School ____________________________ Grade level: ____________

Subject Areas Observed __________________________ Name of Cooperating Teacher ________________________

Name of AAMU Clinical Instructor/Supervisor ________________________________

Name of Person Completing the Assessment __________________ Date __________________

Signature of Person Completing the Assessment ______________________________

Directions: Rate the candidate in terms of how adequately the candidate is prepared to deal with each area listed below.

Rating Scale:
1 = Unacceptable  This indicates that the clinical performance is not acceptable. Improvement activities must be undertaken immediately.
2 = Acceptable   This indicates that the clinical performance sometimes, but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.
3 = Good        This indicates that the clinical performance meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.
4 = Exemplary   This indicates the clinical performance is outstanding. No area for improvement is readily identifiable.

The pre-service candidate demonstrates the ability to perform the following:

<table>
<thead>
<tr>
<th>Competence Indicator</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. Maintains a high level of professionalism: Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. AQTS (5)(c)2.(iv)</td>
<td></td>
</tr>
<tr>
<td>2. Conducts self in an ethical manner, consistent with the profession: Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities. AQTS (5)(c)1.(x)</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates fairness with all learners, families, and community stakeholders: Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. AQTS (5)(c) 1.(v)</td>
<td></td>
</tr>
<tr>
<td>4. Displays behavior that reflects the belief that all students can learn: Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. AQTS (2)(c)2.(v)</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates high expectations for all learners: Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. AQTS (2)(c) 4.(x)</td>
<td></td>
</tr>
<tr>
<td>6. Displays a spirit of cooperation with learners, parents, and colleagues: Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners. AQTS (4)(c)5.(ii)</td>
<td></td>
</tr>
<tr>
<td>7. Exemplifies an appreciation for diversity of learners: Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities. AQTS (2)(c)3.(iii)</td>
<td></td>
</tr>
</tbody>
</table>

Total Score for Professional Dispositions Assessment Rubric __________________ out of 28 possible
Technology Assessment Rubric

The Alabama A&M University teacher education faculty is committed to preparing teachers to utilize and integrate technology to support student learning. While matriculating through the teacher education program, the AAMU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals within and beyond the university.

The assessment instrument contains 7 proficiencies taken from the Alabama Quality Teaching Standards (AQTS) and EDUCATEAlabama. AAMU professional teacher educators and school professionals agree that the proficiencies represent the technological knowledge and skills our initial programs candidates should have to use various technologies to deliver different kinds of content. It is appropriate to formally assess candidates' proficiencies from pre-entry to clinical.

AAMU requests that the team consisting of the cooperating teacher and the AAMU methods instructor complete the rubric independently of each other. The basis for judgment should be evidence from multiple sources such as (but not limited to) assignments, journal entries, lesson plans, observations of teaching, portfolio products, service-learning projects, teacher work samples, and mini-lessons.

Directions:
Rate the candidate in terms of how adequately the candidate is prepared to deal with each area listed below.

Rating Scale:
1 = Unacceptable

This indicates the clinical student's performance is not acceptable. Improvement activities must be undertaken immediately.

2 = Acceptable

This indicates the clinical student's performance sometimes but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.

3 = Good

This indicates the clinical student meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.

4 = Exemplary

This indicates the intern does an outstanding job. No area for improvement is readily identifiable.
Technology Assessment Rubric
Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Assessment Completed by Cooperating Teacher and AAMU Field Experiences Instructors and Clinical Supervisors

The rubric assesses seven proficiencies that the AAMU professional teacher educators and school professionals agree represent the content knowledge and core concepts of the initial programs. The rubric is to be completed by the team, consisting of the cooperating teacher and the AAMU Instructor/Supervisor. The team members complete the rubric independently of each other.

Candidate’s name: __________________________  Major __________________________  Banner Number __________________________

Name of Course Enrolled - Prefix ______ Title __________________________  Course Number ___________  GRAD ______ UG ______

Transitions Point (check one): Pre-Entry ______ Entry ______ Pre-Clinical ______ Clinical ______ Completion ______

Name of School __________________________________________  Grade level: __________________________

Subject Areas Observed __________________________  Name of Cooperating Teacher __________________________

Name of AAMU Clinical Instructor/Supervisor __________________________

Name of Person Completing the Assessment __________________________  Date __________________________

Signature of Person Completing the Assessment __________________________

Directions: Rate the candidate in terms of how adequately the candidate is prepared to deal with each area listed below.

Rating Scale:
1 = Unacceptable  This indicates that the clinical performance is not acceptable. Improvement activities must be undertaken immediately.
2 = Acceptable  This indicates that the clinical performance sometimes, but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.
3 = Good  This indicates that the clinical performance meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.
4 = Exemplary  This indicates the clinical performance is outstanding. No area for improvement is readily identifiable.

The pre-service candidate demonstrates the ability to perform the following:

<table>
<thead>
<tr>
<th>Competence Indicator</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. AQTS (2)(c)4.(v)</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>2. Ability to integrate technology into the teaching of all content areas. AQTS (3)(c)4.(iii)</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>3. Ability to facilitate students’ individual and collaborative use of technology, including classroom resources as well as distance and online learning. AQTS (3)(c)4.(iv)</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>4. Ability to use technology to assess student progress and manage records. AQTS (3)(c)4.(v)</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>5. Ability to evaluate students’ technology proficiency and students’ technology-based products within content areas. AQTS(3)(c)4.(vi)</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>6. Use available site-based technological resources primarily based on suggestions from colleagues. EDUCATEALABAMA 3.7</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>7. Provide learners with some available hardware and software to support content learning, completion of assignments, and/or practice of basic skills. EDUCATEALABAMA 3.8</td>
<td>1  2  3  4</td>
</tr>
</tbody>
</table>

Total Score for Technology Assessment Rubric _____________ out of 28 possible
Disciplinary Content Knowledge Rubric

The Alabama A&M University teacher education faculty is committed to preparing teachers who demonstrate in depth understanding of the content areas and are able to provide multiple explanations and instructional strategies to facilitate learning for all students. While matriculating through the teacher education program, the AAMU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals within and beyond the university. The evaluation instrument contains 8 proficiencies taken from the Alabama Quality Teaching Standards (AQTS) and EDUCATEAlabama. The proficiencies indicate what our AAMU professional teacher educators and school professionals agree represent the content knowledge and core concepts our initial programs candidates should have prior to the internship.

It is appropriate to formally assess the candidates' proficiencies prior to clinical and during clinical. AAMU requests that the team consisting of the cooperating teacher and the AAMU methods instructor complete the rubric independently of each other. The basis for judgment should be evidence from multiple sources such as (but not limited to) assignments, journal entries, lesson plans, observations of teaching, portfolio products, service-learning projects, teacher work samples, and mini-lessons.

Directions: Rate the candidate in terms of how adequately the candidate is prepared to deal with each area listed below.

Rating Scale:
1 = Unacceptable

This indicates the clinical student's performance is not acceptable. Improvement activities must be undertaken immediately.

2 = Acceptable

This indicates the clinical student's performance sometimes but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.

3 = Good

This indicates the clinical student meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.

4 = Exemplary

This indicates the intern does an outstanding job. No area for improvement is readily identifiable.
Disciplinary Content Knowledge Assessment Rubric
Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Assessment Completed by Cooperating Teacher and AAMU Course Instructors and Clinical Supervisors

The rubric assesses eight proficiencies that the AAMU professional teacher educators and school professionals agree represent the content knowledge and core concepts of the initial programs. The rubric is to be completed by the team, consisting of the cooperating teacher and the AAMU Instructor/Supervisor. The team members complete the rubric independently of each other.

Candidate’s name:_____________________
________ Major ______________________
Banner Number ______________________

Name of Course Enrolled - Prefix________ Title______________________________Course Number__________________ GRAD___ UG_____

Transitions Point (check one): _______Pre-Entry _______Entry _______Pre-Clinical _______Clinical _______Completion

Name of School ________________________Grade level: ________________

Subject Areas Observed_______________________ Name of Cooperating Teacher____________________

Name of AAMU Clinical Instructor/Supervisor____________________

Name of Person Completing the Assessment____________________ Date____________________

Signature of Person Completing the Assessment____________________

Directions: Rate the candidate in terms of how adequately the candidate is prepared to deal with each area listed below.

Rating Scale:
1= Unacceptable This indicates that the clinical performance is not acceptable. Improvement activities must be undertaken immediately.

2= Acceptable This indicates that the clinical performance sometimes, but not always, meets expectations. Improvement activities are required for performance to consistently meet standards.

3= Good This indicates that the clinical performance meets and sometimes exceeds expectations for performance. Performance can be improved in area(s) indicated, but current practices are clearly acceptable.

4= Exemplary This indicates the clinical performance is outstanding. No area for improvement is readily identifiable.

The pre-service candidate demonstrates the ability to perform the following:

<table>
<thead>
<tr>
<th>Competence Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows the core concepts, facts, and procedures comprising subject matter and their relationship to specific curricular areas. EDUCATEALABAMA 1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Recognizes confusion in some learners during instruction and responds with additional support. Uses assistive technologies provided for individual learners to facilitate communication. EDUCATEALABAMA3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identifies learners with difficulties in learning. Uses available materials to re-teach skills and concepts. EDUCATEALABAMA4.6</td>
<td></td>
<td></td>
<td></td>
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<td>4. Demonstrates understanding of the research on learning styles and multiple intelligences and considers ways these influence learners’ academic growth and access to content. EDUCATEALABAMA4.9</td>
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<td>5. Selects instructional strategies and resources that address some learning styles and intelligences represented in classroom. EDUCATEALABAMA4.10</td>
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<td>6. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. AQTS(1)(c)(2)(iii)</td>
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<td>7. Ability to plan teaching and learning experiences that are congruent with the Alabama Courses of Study and appropriate for diverse learners. AQTS (2)(c)(2)(vi)</td>
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<td>8. Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem-solving. AQTS (2)(c)(4)(ix)</td>
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Total Possible for Each Rating Box

Total Score for Disciplinary Content Knowledge Rubric _______________out of 32 possible
Field Experiences Attendance Form

Candidate’s Name ___________________________________ Student Number ____________________

Course Enrolled ___________________________________ Course # ________________________

Semester _______________________ Major ___________________________ Grade ______________

School __________________________ Cooperating Teacher __________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Signature of Supervising Teacher</th>
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_________________________________  ____________________________________
Signature, Candidate                Signature, Cooperating Teacher
Pre-Clinical English Language Learners Assignment Completed During Field Experiences
(The assignment is completed during the pre-clinical field experiences and submitted into
LiveText with a hard copy attached to the timesheet and assessment sheet.)

During the field experiences, the candidate selects one English Language Learner to observe and tutor. A summary report is prepared, based on the notes taken from the form below. The form may be duplicated as needed to prepare entries for the report.

I. English Language Learner
Description of Student _____________________ethnicity __________gender _____age
School _______________________
Teacher _______________________
Grade _________________________ Subject_____________________

II. Instruction
a. Type of activity observed - tutorial, small group instruction, large group instruction, other _____________________________

b. Describe the English Language Learner’s involvement in the classroom.

c. Activity start time ____________ Stop time ______________

d. Student objectives for the activity

e. Teaching techniques

g. Technology Used

h. Questioning techniques

i. Evaluation

III. Other Activities
Was the English Language Learner involved in any other activities, such as lunch, playground, extracurricular activities, field trips, or other activities? Describe the activities and the teacher’s involvement.

IV. Lesson Observation
During your observation, focus on the following factors:

• Does the teacher establish rapport with the student?
• What is the teacher’s lesson objective?
• Do you think the student understood the objectives of the lesson?
• What are some of the techniques used for motivation?
• Does the lesson consider differences in level of student’s language and learning?
• What provision(s) are made for student language differences?
• To what extent does the student participate?
• Does the student seem receptive to the lesson?
• Are the questions related to the key points of the lesson?
• Does the teacher use the text and/or supplemental materials?
• How is technology used?
Regarding materials for student:
   a. What individual work is assigned to the student?
   b. Is a workbook or worksheets used? How?

Does the teacher keep within the scope of the lesson topic during the class discussion?
What evidence indicates that the student understands the lesson?
What are the key points made in the lesson and/or class discussion?
Is the presentation of the lesson successful in your opinion?
Are the purposes and the objectives of the lesson realized? Explain.

V. Behavior Management Observation
   Describe the classroom layout (a diagram may be effective)?
   Is the classroom organization conducive for learning? Why? Why not?
   Does the student show respect for the teacher?
   What type behavioral problems does the teacher encounter with the English Language Learner? (If any)
   How are the problems handled?
   Is the teacher consistent in managing behavioral problems?
   Does the teacher’s behavior management approach appear effective?
   Based on your knowledge, what things would you do differently in classroom organization and behavioral management? Why?

VI. Reflection
   If you were the teacher of this class, would you have done anything differently? Explain what and why?
Rubric – Clinical-Level English Language Learners (ELL) Assignment

Name of Candidate ___________________ Banner #
Program Area _______________________ Course and #
Name of Instructor Rating the Assignment ___________________ ____________
Semester __________________________ Date _________________
Rating Scale: 1 = unacceptable, 2 = acceptable, 3 = good, 4 = exemplary

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
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<tr>
<td>1. Description of the English Language Learner and classroom.</td>
<td>Description is well-written, grammatically correct, and is complete and includes age, ethnicity, gender, school, grade, subject, teacher.</td>
<td>Description is partial and omits one of the following: age, ethnicity, gender, school, grade, subject, teacher.</td>
<td>Description is vague and omits two of the following: age, ethnicity, gender, school, grade, subject, teacher.</td>
<td>Description is missing or omits important variables.</td>
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<td>2. Description of the instruction</td>
<td>Description is well-written, grammatically correct, and is complete.</td>
<td>Description is partial and omits one of the following: activity, objectives, technology, materials, questioning, evaluation.</td>
<td>Description is vague and omits two of the following: activity, objectives, technology, materials, questioning, evaluation.</td>
<td>Description is missing or omits important variable.</td>
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<tr>
<td>3. Description of other activities</td>
<td>Description is well-written, grammatically correct, and is complete.</td>
<td>Description is partial and omits a description of the activities.</td>
<td>Description is vague and does not discuss teacher’s involvement.</td>
<td>Description is missing or omits important information.</td>
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<td>4. Description of lesson</td>
<td>Observation is well-written, grammatically correct, and is complete.</td>
<td>Observation is partial and does not describe the lesson.</td>
<td>Observation is vague and does not accurately describe the lesson.</td>
<td>Observation is missing or omits important information.</td>
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<td>5. Description of behavior management</td>
<td>Description is well-written, grammatically correct, and is complete.</td>
<td>Description is partial and does not sufficiently describe problems and strategies.</td>
<td>Description is vague and does not describe problems and strategies.</td>
<td>Description is missing or omits necessary information.</td>
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<td>6. Reflect upon the lesson</td>
<td>Reflection is well-written, grammatically correct, and describes the difficulties and successes.</td>
<td>Reflection is partial and does not sufficiently describe the difficulties and successes.</td>
<td>Reflection is vague and does not describe the difficulties and successes.</td>
<td>Reflection is missing or omits how candidate would have taught lesson.</td>
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Total Score ___ out of 24 possible
Clinical
The Clinical Field Experiences
Clinical field experiences require a minimum of a full semester of internship. Some secondary programs offer a modified year-long internship.

The clinical internship is completed during the time that candidates are enrolled in the following courses:

- AGB 595
- ART 595
- BED 595
- ECH 595
- ELE 595
- FCS 595
- MUS 595
- PED 595
- SED 595
- SPE 595
- TTE 595

A more extensive description of the clinical internship is provided in the Clinical Internship Guide.