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The AAMU Field Experiences Model

Phase 1 - Diversity
Field Experiences to Enable Candidates to Make Career Decisions
(50 hours minimum experiences while enrolled in pre-entry and entry courses)
(Candidates initiate and complete an additional 14 hours of experiences at the beginning and closing of the school year)

Phase 2 – Pre-Clinical Field Experiences to develop high-leverage instructional practices
Attached to Methods Courses in Area of Specialization
(minimum of 155 clock hours that span the grade levels of certification)

Phase 3 – The Clinical Internship/Student Teacher
Focus on teaching effectiveness and impact on P-12 Learning
Full Responsibility for Instruction in Major Area of Specialization
(Full semester – 600-640 clock hours)

Program Area/Methods of Teaching Courses
(Beginning of modified year-long internship)

Internship/Student Teaching
(second part/second semester of the modified year-long internship – 600–640 clock hours)

FED 200 Introduction to Education
(a day of service, a minimum of 7 hours, at a community center, homeless shelter, or other agency)
SPE 201 Introduction to Exceptional Learners
(43 hours of experiences with exceptional learners)
FED 404 & HPE 312 Tests and Measurements (attendance at PTA or School Board Meeting)
Self-Initiated Experiences - at the Opening and the Closing of the School Year – minimum of 7 hours each at opening and closing
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 continuum of a variety of instructional situations beginning with the first pre-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 programs offered through 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 the various curricula. It provides systematic and sequential experiences in a variety of setting (e.g., P-12 school settings, community-based centers, homeless shelters, simulations, video and virtual opportunities) 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 experiences allow candidates to apply theories of learning studied in pedagogical methods courses and to reflect upon the clinical components as they relate to the theories.

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 make career decisions, 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.
The AAMU Field Experiences Assessment Model

**Phase 1 - Diversity**
Field Experiences to Enable Candidates to Make Career Decisions
(50 hours minimum experiences while enrolled in pre-entry and entry courses)
(Candidates initiate and complete an additional 14 hours of experiences at the beginning and closing of the school year)

**Phase 2 – Pre-Clinical**
Field Experiences to develop high-leverage instructional practices
Attached to Methods Courses in Area of Specialization
(minimum of 155 clock hours that span the grade levels of certification)

**Phase 3 – The Clinical Internship/Student Teacher**
Focus on teaching effectiveness and impact on P-12 Learning
Full Responsibility for Instruction in Major Area of Specialization
(Full semester – 600-640 clock hours)

**Program Area/Methods of Teaching Courses**
(Beginning of modified year-long internship)
Letter to Cooperating Teachers pages 36-37;
Pre-Clinical Dispositions and Diversity Readiness Assessment Rubric pages 38-40;
Pre-Clinical Disciplinary Content Knowledge Rubric pages 41-42; timesheet page 43;
Limited Language Artifact for LiveText pages 44-45

**Internship/Student Teaching**
(second part/second semester of the modified year-long internship – 600 – 640 clock hours)
Rubrics:
Teacher Work Sample – LiveText artifact - midterm assessment
Electronic portfolio
Rubric 1 – Dispositions
Rubric 2 – Technology
Rubric 3 – Disciplinary Content Knowledge
Rubric 4 – Diversity
Rubric 5 – Student Learning
Rubric 6 – Professional and Pedagogical Knowledge
Rubric 7 – Professional Content Knowledge
Summative Assessment
Phase 1

(pre-entry and entry)
Phase 1 of the Field Experiences Model

Purpose:
Field experiences during the phase 1 field experiences model are designed for three purposes: (1) enable candidates to make career decisions, (2) generate broad experiences with diverse populations, and (3) allow the university and school partner to determine and assess candidate readiness characteristics for admission to teacher education.

Course enrollment prerequisites:
(Before enrolling in pre-entry level courses, candidate must have fulfilled the following: maintained a cumulative grade point average of 2.5, received a grade of “C” or better in ENG 101-102 Composition, purchased a subscription to LiveText, provided a clear fingerprint and background check, and a completed and submitted an application for admission to the Teacher Education Program.)

Field Experiences and Assignments Attached to Pre-Entry and Entry Courses:

1. Pre-Entry Level Courses With Field Experiences Requirements:

FED 200 Introduction to Teacher Education
Purpose: Candidates engage in service and service projects at various sites or centers. Candidates complete a minimum of 7 hours of service while enrolled in FED 200 Introduction to Education.
Documentation: Candidates submit “Early Field Experiences for Making Career Decisions – Service” Report to provide documentation of completion or non-completion of the service.

SPE 201 Introduction to the Study of Exceptional Children
Purpose: Candidates develop an understanding and appreciation for diversity (e.g., exceptionality, language, socioeconomic)
Documentation: entry Professional Dispositions and Diversity Readiness Assessment Rubric” designed to assess readiness characteristics for admission to teacher education and the teaching profession. A time sheet verifies the actual clock hours completed. The assessment rubric is completed by the cooperating teacher at the school site, and the time sheet is verified with the cooperating teacher’s signature.
Artifact for LiveText: The Pre-Entry Candidate’s Self Assessment/Reflection is completed by the candidates and submitted into LiveText as an artifact for the SPE 201 Introduction to the Study of Exceptional Children Course.
2. Additional Pre-Entry Field Experiences and forms and information that are distributed to candidates enrolled in Pre-Entry Courses:

**Opening and Closing of the School Year Self-Initiated Field Experiences:**
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 course, FED 200 Introduction to Teacher Education. Candidates initiate experiences at the next closing (May) and opening (August) of the school year. The Office of Field Experiences and School Partnerships does not initiate and secure the placements for the candidates. Candidates may select the schools, but must get prior approval to attend from the building principal.

**Documentation:** Candidates submit “opening” and “closing” forms to the Office of Field Experiences and School Partnerships. Forms document the “full day” spent at the site, and documentation is signed by the building principal or cooperating teacher.

3. Entry-Level Courses with Field-Embedded Assignments:

**Course enrollment prerequisites:**
Candidates must be admitted to the Teacher Education Program (verification letter and certificate) before enrolling in entry-level courses.

**FED 404 Tests and Measurements or HPE 312 Tests and Measurements**

**Purpose:** Candidates gain knowledge and understanding of the entire school process by attending School Board Meetings and PTA meetings.

**Documentation:** Candidates document the attendance at a school board meeting by completing the “Entry-Level Early Field Experiences for Making Career Decisions School Board Meeting/PTA Meeting” documentation form while enrolled in FED 404 Tests and Measurements or HPE 312 Tests & Measurements (for PED teacher education majors)
Phase 1 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.
Phase 1 Opening 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 Cooperating Teacher:__________________________________________________________________________________

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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
Phase 1 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 Cooperating Teacher:______________________________________________________________

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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) 372-5599
Phase 1 - FED 200

(Pre-Entry) Early Field Experiences for Making Career Decisions Service
Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Field Experience Career Decisions Summary Completed by Pre-Service Candidates Enrolled in Pre-Entry Courses

While the candidate is enrolled in a pre-entry course, the candidate in collaboration with the course instructor, selects a community organization with P-12 students, and completes at least one full day or the equivalent (7 hours) of service. The candidate completes the report below and submits to the instructor for review. The instructor submits the completed forms to the Office of Field Experiences and School Partnerships for documentation for partial fulfillment for Admission to the Teacher Education Program.

| Candidate’s name: __________________________ | Major __________________ | Banner Number __________________ |
| Name of Course Enrolled - Prefix________ Title__________________ Course Number ________________ | GRAD____ UG________ |
| Name of Instructor of Course __________________________ ____________ | |
| Name of Service Organization (e.g., Boys and Girls Club) __________________________ | |
| Address of Organization ______________________________________________ | |
| Date and Time of Service Completed ______________________________________ | |
| Total Hours and Minutes Spent __________________________________________ | |
| Name and Signature of Supervisor at Service Organization __________________________ | |

Summary of Service Completed:

Reflections:

What did you learn by completing the service?

How did completing the service impact your continuation in a teacher education program?

Was this the first service with P-12 students that you have completed as a pre-service candidate?

How is your perspective different, now as a pre-service teacher, than it was before you completed the service?

Additional comments or thoughts you have about the meeting or the education profession:
MEMORANDUM

TO: Cooperating Teachers

FROM: Dr. Karen Foster
Director of Field Experiences and School Partnerships

RE: Phase 1 of the Clinical Field Experiences Program

Thank you for agreeing to share your knowledge, skills, experiences, and expertise with Alabama A & M University pre-service teachers. As candidates prepare for careers as teachers, they are required to participate in continuums of various field experiences and activities prior to the internships. Phase 1 of the Field Experiences Program is associated with two courses, FED 200 Introduction to Education and SPE 201 Introduction to the Study of Exceptional Children.

The following are activities that are appropriate for candidates while in classrooms:

1. read to small groups of students;
2. tutor individual students;
3. assist with monitoring playground and gym activities;
4. assist with bulletin boards and other project constructions;
5. assist with monitoring in the cafeteria;
6. operate media and other technology equipment;
7. observe and assist with classroom management techniques;
8. assist with classroom instruction;
9. assist with homework assignments; and
10. grade assignment papers
To be effective during the field experiences, pre-service candidates must exhibit traits, such as punctuality, preparation, organization, attendance, rapport with cooperating teachers and students, and willingness to help. Candidates are to be punctual, personable, and ready-to-work when they arrive. They are to dress appropriately and to attend each scheduled day. In the event of extreme emergencies, candidates are to notify the school offices prior to the scheduled arrival times.

To determine the effectiveness of the field experiences and impact upon learning, The Office of Field Experiences and School Partnerships solicits assistance by asking the cooperating teachers to complete assessment rubrics for the days that candidates are in the classrooms. The evaluations will enable the course instructors to determine the strengths and needs of the candidates and to provide activities to assist the candidates in becoming effective teachers.

At the end of the field experiences period, the completed assessment rubrics and time sheets are to be placed in sealed envelopes and returned to the candidates. The candidates are to return the forms (in sealed envelopes) to the course instructors, who, after reviewing the assessments and time sheets, are to submit the documents to the Director of The Office of Field Experiences and School Partnerships.

Thank you for working with candidates attending Alabama A & M University. If I can be of assistance to you, please contact me at The Office of Field Experiences and School Partnerships at (256) 372-5509 or karen.foster@aamu.edu. If you have comments or concerns that you believe will strengthen the program, please share these.
Phase 1 - SPE 201

(Pre-Entry) Dispositions and Diversity Readiness 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 field experiences candidate does an outstanding job. No area for improvement is readily identifiable.
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: _________________________ 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.

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<tr>
<th>The pre-service candidate demonstrates the ability to perform the following:</th>
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<tr>
<td>Competence Indicator</td>
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<tr>
<td>1. Maintains a high level of professionalism AQTS (5)(c)2.(iv)</td>
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<td>Target Ability: Candidate’s attendance at the site is consistent.</td>
<td>Candidate missed more than 1 day at the site and/or did not notify the teacher</td>
<td>Candidate missed one day at the site</td>
<td>Candidate never missed a day at the site</td>
<td>Candidate exceeded the number of required days at the site</td>
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<td>Target Ability: Candidate is punctual in arriving and leaving the site.</td>
<td>Candidate was more than 5 minutes late or left more than 5 minutes early more than one time</td>
<td>Candidate was 5 minutes late or left 5 minutes early at least one time</td>
<td>Candidate arrived and left on time as scheduled</td>
<td>Candidate arrived early and/or stayed beyond the required time</td>
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<td>2. Conducts self in an ethical manner, consistent with the profession AQTS (5)(c)1.(x)</td>
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<td>Target Ability: Candidate exhibits professional behaviors when performing classroom tasks and assignments.</td>
<td>Candidate did not perform all required tasks or completed tasks with a negative attitude</td>
<td>Candidate performed the tasks but required supervision</td>
<td>Candidate performed the tasks well</td>
<td>Candidates performed the tasks well with positive attitude</td>
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<td>3. Demonstrates fairness with all learners, families, and community stakeholders: AQTS (5)(c) 1.(v)</td>
<td>Candidate made no instructional or collaborative adaptations for disabilities or languages</td>
<td>Candidate attempted minimal communication and adaptations in strategies</td>
<td>Candidate communicated well with all learners and introduced diverse strategies</td>
<td>Candidate provided enrichment and differentiation in strategies and/or lessons</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Target Ability: Candidate exhibits ability to work with diverse students, including those with disabilities and diverse languages</td>
<td>Candidate made no instructional or collaborative adaptations for disabilities or languages</td>
<td>Candidate attempted minimal communication and adaptations in strategies</td>
<td>Candidate communicated well with all learners and introduced diverse strategies</td>
<td>Candidate provided enrichment and differentiation in strategies and/or lessons</td>
</tr>
<tr>
<td>4. Displays behavior that reflects the belief that all students can learn: AQTS (2)(c)2.(v)</td>
<td>Candidate made no instructional or collaborative adaptations for disabilities or languages</td>
<td>Candidate attempted minimal communication and adaptations in strategies</td>
<td>Candidate communicated well with all learners and introduced diverse strategies</td>
<td>Candidate provided enrichment and differentiation in strategies and/or lessons</td>
</tr>
<tr>
<td>Target Ability: Candidate exhibits equity and access to diverse technology and resources to enhance student learning</td>
<td>Candidate made no instructional or collaborative adaptations for disabilities or languages</td>
<td>Candidate attempted minimal communication and adaptations in strategies</td>
<td>Candidate communicated well with all learners and introduced diverse strategies</td>
<td>Candidate provided enrichment and differentiation in strategies and/or lessons</td>
</tr>
<tr>
<td>5. Demonstrates high expectations for all learners. AQTS (2)(c) 4.(x)</td>
<td>Candidate shows favoritism</td>
<td>Candidate has low expectations for certain learners</td>
<td>Candidate communicates expectations that all students can achieve</td>
<td>Candidate communicates high performance standards and beliefs for all students</td>
</tr>
<tr>
<td>Target Ability: Candidate exhibits effectiveness for all learners</td>
<td>Candidate shows favoritism</td>
<td>Candidate has low expectations for certain learners</td>
<td>Candidate communicates expectations that all students can achieve</td>
<td>Candidate communicates high performance standards and beliefs for all students</td>
</tr>
<tr>
<td>6. Displays a spirit of cooperation with learners, parents, and colleagues: AQTS (4)(c)5.(ii)</td>
<td>Candidate demonstrates unwillingness for compromise or collaboration</td>
<td>Candidate demonstrates minimal ability to collaborate or cooperate</td>
<td>Candidate demonstrates the ability to collaborate with individuals</td>
<td>Candidates works well collaboratively and cooperatively</td>
</tr>
<tr>
<td>Target Ability: Candidate exhibits the ability to work with a diverse group of individuals</td>
<td>Candidate demonstrates unwillingness for compromise or collaboration</td>
<td>Candidate demonstrates minimal ability to collaborate or cooperate</td>
<td>Candidate demonstrates the ability to collaborate with individuals</td>
<td>Candidates works well collaboratively and cooperatively</td>
</tr>
<tr>
<td>7. Exemplifies an appreciation for diversity of learners: AQTS (2)(c)3.(iii)</td>
<td>Candidate was unaware of student differences or related negatively</td>
<td>Candidate displayed minimal positive interaction with diverse students</td>
<td>Candidate developed and displayed sensitivity and acceptance of diversity and abilities</td>
<td>Candidate established a caring rapport for all candidates and promoted achievement</td>
</tr>
<tr>
<td>Target Ability: Candidate develops positive relationships with all students and promotes positive social interact between students with diverse backgrounds and/or abilities</td>
<td>Candidate was unaware of student differences or related negatively</td>
<td>Candidate displayed minimal positive interaction with diverse students</td>
<td>Candidate developed and displayed sensitivity and acceptance of diversity and abilities</td>
<td>Candidate established a caring rapport for all candidates and promoted achievement</td>
</tr>
</tbody>
</table>

**Total Score for Professional Dispositions Rubric** out of 28 possible
**Pre-Entry Field Experiences Attendance Form**  
(SPE 201 Introduction to the Exceptional Learner)

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Signature of Candidate_________________________________ Signature of Cooperating Teacher_________________________________

Date______________________________ Date______________________________
Candidate’s Self Assessment/ Reflection
Pre-Entry Level

Candidate’s Name _______________________ Student number _______________
Program _____________________________

(This form is to be completed at the end of the SPE 201 course and the end of the pre-entry-level field experiences. It is to be submitted into LiveText as a pre-entry artifact)

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

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.
**Pre-Entry Limited Language or English Language Learners (ELL) Assignment**

(The assignment is completed during the pre-entry field experiences and submitted into LiveText.)

Candidates are to identify (with the help of the cooperating teacher) a student with limited language ability (e.g., autism) or English Language Learner (ELL). 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 and gender of each, gender of teacher, linguistic diversity (ELL)).

2. Describe a limited language learner (e.g., autism) or English Language Learner (age, grade, ethnicity).

3. Observe the student 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 student 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?
Phase 1 - SPE 201 - Rubric – Pre-Entry Limited Language or 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the demographics of the classroom (i.e., number of students,</td>
<td>Description is well-written, grammatically correct, and is complete and includes number, ethnicity, gender, and linguistic diversity.</td>
<td></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>
</tr>
<tr>
<td>2. Describe a limited language (autism)/English Language Learner (age,</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Observe the limited language/English Language Learner interacting with</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>Description is vague and does not discuss language barriers.</td>
<td>Description 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</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 limited language/</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 the candidate have taught</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>

Total _______ out of 28

27
Early Field Experiences for Making Career Decisions
School Board Meeting / PTA Meeting
Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Field Experience Career Decisions Summary Completed by Pre-Service Candidates Enrolled in an Entry Course

While the candidate is enrolled in an entry course, the candidate in collaboration with the course instructor, selects a school board meeting or a PTA meeting to attend. The candidate completes the attached report and submits to the instructor for assessment. The instructor submits the completed forms and scoring rubric to the Office of Field Experiences and School Partnerships.

Candidate’s name:__________________ Major _________________Banner Number__________________________

Name of Course Enrolled - Prefix______ Title__________________ Course Number ________________GRAD____ UG_____

Name of Instructor of Course______________________________

Name of School (if PTA Meeting) or District (if School Board Meeting) __________________________________________________

Address Where Meeting Was Held____________________________________________

Date and Time of Meeting_________________________________________________________________________________________

Total Hours and Minutes Spent Attending Meeting_______________________________________________________

Summary of Agenda and Events Discussed at Meeting:

Reflections:

What did you learn by attending the meeting?

How will attending this meeting impact your continuation in a teacher education program?

Was this the first school board/PTA meeting that you have attended as a pre-service candidate?

How is your perspective different, now as a pre-service teacher, than it was when you were a student attending a board meeting or PTA meeting?

Additional comments or thoughts you have about the meeting or the education profession:
Early Field Experiences for Making Career Decisions Rubric
School Board Meeting / PTA Meeting
Alabama A & M University
College of Education, Humanities, and Behavioral Sciences

Field Experience Career Decisions Summary Completed by Pre-Service Candidates Enrolled in an Entry Course and Rubric
Completed by Course Instructor

While the candidate is enrolled in an entry course, the candidate in collaboration with the course instructor, selects a school board meeting or a PTA meeting to attend. The candidate completes the attached report and submits to the instructor for assessment. After review, the instructor submits the completed forms and scoring rubric to the Office of Field Experiences and School Partnerships.

Candidate’s name:_________________________________ Major _________________Banner Number__________________________

Name of Course Enrolled - Prefix________ Title ____________________ Course Number ________________GRAD____ UG____

Name of Instructor of Course____________________________________________________________________________________

Directions: Rate the candidate in terms of how adequately the candidate addressed 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. Candidate completed the form neatly and thoroughly, including all requested information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Candidate provided a thorough summary, with no grammatical errors or spelling errors.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Candidate provided a thorough summary, in terms of content, describing the agenda and events discussed. Candidate attached a copy of the agenda.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Candidate provided detailed reflection and answered all questions thoroughly and completely.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score Received for Rubric _____________(Out of 16 possible)
Summarization of Candidate Guidelines for Pre-Entry and Entry Field Experiences

During the pre-entry field experiences, the candidate completes the following:

- engages in a minimum of (50) fifty hours of field experiences and maintains time sheets to document and log in the hours
- completes at least 7 hours of service while enrolled in FED 200 Introduction to Education
- completes at least 43 hours of field experiences with exceptional learners and English Language Learners while enrolled in SPE 201 Introduction to Exceptional Learner and is assigned to a special education/collaborative cooperating teacher
- completes pre-entry requirements for working with exceptional learners and English Language Learners and submits into LiveText
- completes a Candidate’s Self-Assessment Reflection and submits into LiveText
- is informed about and distributed information regarding the opening and closing of the school year field experiences and is expected to complete the assignment at the next closing and opening of school
- attends a school board or PTA meeting

Examples of appropriate activities while at the school site (but not limited to those listed):

- 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
Phase 2

(Pre-Clinical)
Phase 2 of the Field Experiences Model:

Purpose:
Field experiences during phase 2 of the field experiences model are designed to provide more in-depth experiences that allow candidates to develop and refine instructional and pedagogical practices. Building upon phase 1 of the continuum, the experiences are designed to allow candidates to (1) continue to build and refine professional dispositions and understanding of diversity among students and learning, (2) experience graduated responsibility for all aspects of classroom teaching and increasing ability to impact all students’ learning, (3) develop high-leverage instructional practices/strategies; (4) integrate technology into planning and teaching in order to differentiate instruction, (5) reflect upon instructional and pedagogical practices, and (6) begin the first part of the modified year-long internship (candidates will be placed at the same school site for the clinical internship the following semester after the pre-clinical).

Documentation:
Two assessment rubrics are completed by the cooperating teacher at the school site at the end of the pre-clinical field experiences: Pre-Clinical Professional Dispositions and Diversity Readiness Assessment (1) and Pre-Clinical Disciplinary Content Knowledge Assessment (3).

Course enrollment prerequisites: (Before enrolling in pre-clinical courses, candidate must have been fully admitted into the Teacher Education Program at AAMU.

Pre-Clinical Level Courses With Field Experiences Requirements:

- AGB 401 M/M Teaching Agriculture
- ART 310 Teaching Art in Elementary Schools
- ART 410 Teaching Art in Secondary Schools
- BED 425 M/M Teaching Business Subjects
- ECE 301 M/M of Language Arts
- ECE 302 M/M of Social Studies
- ECE 303 M/M of Science & Health
- ECE 304 Teaching Reading to Young Children
- ECE 305 M/M of Mathematics
- ECE 407 Intermediate Readers
- FCS 401 FCS Education
- MUS 301 Music for Elementary Schools
- MUS 401 Music for Secondary Schools
- PED 305 M/M Teaching Elementary P. E.
- PED 306 M/M Teaching Secondary P. E.
- SED 409 Teaching Reading in the Content Area
- SED 421 Teaching English in Secondary Schools
- SED 422 Teaching Mathematics in Sec. Schools
- SED 423 Teaching Soc. Studies in Secondary Schools
- SED 424 Teaching Science in Secondary Schools
- SED 494 Pre-clinical Field Experiences
- TTE 406 Methods of Teaching C/TE
- CTE 406 Teaching in Career Technologies
<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 310 Teaching Art in Elementary Schools and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ART 410 M/M Teaching Art in Secondary Schools – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area (middle school) – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(minimum 155 hours total for all courses)</td>
</tr>
<tr>
<td>Music, Instrumental</td>
<td>P-12</td>
<td>MUS 301 Music for Elementary Schools and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MUS 401 Music for Secondary Schools – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area (middle school) – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(minimum 155 hours total for all courses)</td>
</tr>
<tr>
<td>Music, Vocal/Choral</td>
<td>P-12</td>
<td>MUS 301 Music for Elementary Schools and</td>
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<td></td>
<td>MUS 401 Music for Secondary Schools – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area (middle school) – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(minimum 155 hours total for all courses)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>P-12</td>
<td>PED 305 M/M Teaching Elementary Physical Education and</td>
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<tr>
<td></td>
<td></td>
<td>PED 306 M/M Teaching Secondary Schools – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area (middle school) – 77-78 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(minimum 155 hours total for all courses)</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>P-3</td>
<td>ECE 301 M/M of Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECE 302 M/M of Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECE 303 M/M of Science and Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECE 304 Teaching Reading to Young Children</td>
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<tr>
<td></td>
<td></td>
<td>ECE 305 M/M of Mathematics</td>
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<tr>
<td></td>
<td></td>
<td>(77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hours total for all courses)</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>K-6</td>
<td>ECE 301 M/M of Language Arts</td>
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<tr>
<td></td>
<td></td>
<td>ECE 302 M/M of Social Studies</td>
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<tr>
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<td></td>
<td>ECE 303 M/M of Science and Health</td>
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<tr>
<td></td>
<td></td>
<td>ECE 304 Teaching Reading to Young Children</td>
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<tr>
<td></td>
<td></td>
<td>ECE 305 M/M of Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECE 407 Intermediate Readers</td>
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<tr>
<td></td>
<td></td>
<td>(77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hours total for all courses)</td>
</tr>
<tr>
<td>Early Childhood-Special Ed</td>
<td>P-3</td>
<td>ECE 301 M/M of Language Arts</td>
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<tr>
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<td></td>
<td>ECE 302 M/M of Social Studies</td>
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<td>ECE 303 M/M of Science and Health</td>
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<td></td>
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<td></td>
<td>ECE 305 M/M of Mathematics</td>
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<tr>
<td></td>
<td></td>
<td>(77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155</td>
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<tr>
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<td>hours total for all courses – placed with special education cooperating teacher)</td>
</tr>
<tr>
<td>Collaborative Teacher</td>
<td>K-6</td>
<td>ECE 301 M/M of Language Arts</td>
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<tr>
<td></td>
<td></td>
<td>ECE 302 M/M of Social Studies</td>
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<tr>
<td></td>
<td></td>
<td>ECE 303 M/M of Science and Health</td>
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<tr>
<td></td>
<td></td>
<td>ECE 304 Teaching Reading to Young Children</td>
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<td></td>
<td></td>
<td>ECE 305 M/M of Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECE 407 Intermediate Readers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hours total for all courses – placed with collaborative cooperating teacher)</td>
</tr>
<tr>
<td>Collaborative Teacher</td>
<td>6-12</td>
<td>SED 421 Teaching English in Secondary Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 422 Teaching Mathematics in Secondary Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 423 Teaching Social Studies in Sec. Schools</td>
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<td></td>
<td></td>
<td>SED 424 Teaching Science in Secondary Schools</td>
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<tr>
<td></td>
<td></td>
<td>ECE 301 M/M Teaching of Language Arts</td>
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<tr>
<td></td>
<td></td>
<td>ECE 304 Teaching Reading to Young Children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(77-78 hours Fall Semester and 77-78 hours Spring Semester – or minimum of 155</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hours total for all courses – placed with a collaborative cooperating teacher)</td>
</tr>
<tr>
<td>Secondary Education (Agriscience Education)</td>
<td>6-12</td>
<td>AGB 401 M/M Teaching Agriculture – 77-78 hours (high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( minimum of 155 total for all courses –</td>
</tr>
<tr>
<td>Secondary Education (Biology)</td>
<td>6-12</td>
<td>SED 424 Teaching Science in Secondary Schools – 77-78 hours (high School)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 494 Clinical Experiences in Secondary Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( minimum of 155 hours total for all courses )</td>
</tr>
<tr>
<td>Programs</td>
<td>Certification Level</td>
<td>Pre-Clinical Courses</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Secondary Education (Business/Marketing)</td>
<td>6-12</td>
<td>BED 425 M/M Teaching Business Subjects – 77-78 hours (high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)</td>
</tr>
<tr>
<td>Secondary Education (Chemistry)</td>
<td>6-12</td>
<td>SED 424 Teaching Science in Secondary Schools – 77-78 hours (high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school)</td>
</tr>
<tr>
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<td></td>
<td>SED 494 Clinical Experiences in Secondary Schools (minimum of 155 hours total for all courses)</td>
</tr>
<tr>
<td>Secondary Education (English Language Arts)</td>
<td>6-12</td>
<td>SED 421 Teaching English in Secondary Schools – 77-78 hours (high school)</td>
</tr>
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<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 494 Clinical Experiences in Secondary Schools (minimum of 155 hours total for all courses)</td>
</tr>
<tr>
<td>Secondary Education (Family &amp; Consumer Sciences)</td>
<td>6-12</td>
<td>FCS 401 Family and Consumer Sciences Education – 77-78 hours (high school)</td>
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<tr>
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<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)</td>
</tr>
<tr>
<td>Secondary Education (General Social Sciences)</td>
<td>6-12</td>
<td>SED 423 Teaching Social Studies in Secondary Schools – 77-78 hours (high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 494 Clinical Experiences in Secondary Schools (minimum of 155 hours total for all courses)</td>
</tr>
<tr>
<td>Secondary Education (Mathematics)</td>
<td>6-12</td>
<td>SED 422 Teaching Mathematics in Secondary Schools – 77-78 hours (high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Reading in the Content Area – 77-78 hours (middle school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 494 Clinical Experiences in Secondary Schools (minimum of 155 hours total for all courses)</td>
</tr>
<tr>
<td>Secondary Education (Physics)</td>
<td>6-12</td>
<td>SED 424 Teaching Science in Secondary Schools – 77-78 hours (high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 494 Clinical Experiences in Secondary Schools (minimum of 155 hours total for all courses)</td>
</tr>
<tr>
<td>Secondary Education (Technical Education)(Career Tech.)</td>
<td>6-12</td>
<td>TTE 406 Methods of Teaching CTE – 77-78 hours (high school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SED 409 Teaching Reading in the Content Area – 77-78 hours (middle school) (minimum of 155 hours total for all courses)</td>
</tr>
</tbody>
</table>
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 in the major area that spans the grade levels of certification
- 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
- keeps a daily log of field experiences
- develops an electronic portfolio
- continues from the pre-entry and entry phase to observe and reflect upon methods of teaching and learning environments
- continues from the pre-entry and entry phase to observe and reflect upon small group/tiered instruction and individualized and differentiated instruction

Important Elements Regarding Pre-Clinical Field Experiences:
1. The pre-clinical experiences 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.
MEMORANDUM

TO: Cooperating Teacher
FROM: Dr. Karen Foster, Director
Office of Field Experiences and School Partnerships
RE: Phase 2 Pre-Clinical Field Experiences Requirements

Thank you for agreeing to share your knowledge, skills, experiences, and expertise with our pre-service teachers. As our candidates prepare for their careers as teachers, they are required to participate in various field experience activities prior to the internship. The experiences that they are undertaking now, Phase 2 Pre-Clinical of the Field Experiences Program, is associated with the teaching field (materials and methods) courses in the respective majors. As a requirement, the candidate must actively participate and engage in instructional activities in your classroom.

The following are suggested instructional activities that are appropriate for our candidates while in your classroom:

1. Plan and deliver demonstrations and/or lectures and lessons
2. Use media, interactive boards, laptops, and other technological equipment to enhance instruction
3. Develop course-related materials and activities (i.e., lesson plans, bulletin boards, centers, projects, etc.)
4. Engage in individualized tutoring
5. Conduct small group instruction and demonstrate the ability to differentiate instruction
6. Assist with laboratory activities
7. Monitor playground (gym) and cafeteria activities
8. Continue to observe methods of teaching from master teachers
9. Continue to observe exceptional learning environments in the selected majors
10. Continue to observe group, tiered instruction, and individualized teaching
Our candidates are to be punctual, personable, and ready to work when they arrive. They are to dress professionally and to attend all scheduled days. In the event of extreme emergencies, the candidates are to notify the school offices of any absences or delays, prior to the scheduled arrival times.

Candidates are to maintain daily timesheets during the field experience assignments. Written daily logs (reflective journals) should describe and reflect the candidates’ daily activities and participation in the classrooms.

To determine the professional effectiveness of the candidates and impact upon student learning, The Office of Field Experiences and School Partnerships solicits your assistance by asking that you complete assessment rubrics for the days the candidates are in your classroom. Your evaluations will enable our instructors to determine the strengths and needs of the candidates and to provide activities to assist the candidates in becoming effective teachers. At the end of the practicum period, please enclose the completed evaluation forms and timesheets in sealed envelopes, sign your name across the seals, and return the envelopes to the candidates, who will then return the assessment forms to the course instructors, who will return the assessment forms to The Office of Field Experiences and School Partnerships.

Thank you for agreeing to work with our candidates. If I can be of assistance, please contact me at The Office of Field Experiences and School Partnerships at karen.foster@aamu.edu or (256) 372-5509. If you have comments or concerns that you believe will strengthen the programs, please share them with us.
Phase 2 – Pre-Clinical Methods Courses

(Pre-Clinical) Dispositions and Diversity Readiness 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 field experiences candidate does an outstanding job. No area for improvement is readily identifiable.
Phase 2 – Methods of Teaching Courses

(Pre-Clinical) Professional Dispositions and Diversity Readiness 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: ___________________________ 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 AQTS (5)(c)2.(iv)</td>
<td>Candidate missed more than 1 day at the site and/or did not notify the teacher</td>
</tr>
<tr>
<td>Target Ability: Candidate's attendance at the site is consistent.</td>
<td>Candidate was more than 5 minutes late or left more than 5 minutes early more than one time</td>
</tr>
<tr>
<td>Target Ability: Candidate is punctual in arriving and leaving the site.</td>
<td>Candidate did not perform all required tasks or completed tasks with a negative attitude</td>
</tr>
</tbody>
</table>

2. Conducts self in an ethical manner, consistent with the profession AQTS (5)(c)1.(x)

Target Ability: Candidate exhibits professional behaviors when performing classroom tasks and assignments.

<table>
<thead>
<tr>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Candidate missed more than 1 day at the site and/or did not notify the teacher</td>
</tr>
<tr>
<td>Candidate was more than 5 minutes late or left more than 5 minutes early more than one time</td>
</tr>
<tr>
<td>Candidate did not perform all required tasks or completed tasks with a negative attitude</td>
</tr>
<tr>
<td>3. Demonstrates fairness with all learners, families, and community stakeholders: AQTS (5)(c) 1.(v)</td>
</tr>
<tr>
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<tr>
<td>Target Ability: Candidate exhibits ability to work with diverse students, including those with disabilities and diverse languages</td>
</tr>
<tr>
<td>4. Displays behavior that reflects the belief that all students can learn: AQTS (2)(c)(v)</td>
</tr>
<tr>
<td>Target Ability: Candidate exhibits equity and access to diverse technology and resources to enhance student learning</td>
</tr>
<tr>
<td>5. Demonstrates high expectations for all learners. AQTS (2)(c) 4.(x)</td>
</tr>
<tr>
<td>Target Ability: Candidate exhibits effectiveness for all learners</td>
</tr>
<tr>
<td>6. Displays a spirit of cooperation with learners, parents, and colleagues: AQTS (4)(c)5.(ii)</td>
</tr>
<tr>
<td>Target Ability: Candidate exhibits the ability to work with a diverse group of individuals</td>
</tr>
<tr>
<td>7. Exemplifies an appreciation for diversity of learners: AQTS (2)(c)3.(iii)</td>
</tr>
<tr>
<td>Target Ability: Candidate develops positive relationships with all students and promotes positive social interact between students with diverse backgrounds and/or abilities</td>
</tr>
</tbody>
</table>

| Total Score for Professional Dispositions Rubric out of 28 possible | | | | |
Pre-Clinical 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 Pre-Service Continuum. 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 candidate's performance is not acceptable. Improvement activities must be undertaken immediately.

2 = Acceptable

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

3 = Good

This indicates the candidate 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 candidate does an outstanding job. No area for improvement is readily identifiable.
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.

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.
- **NA = not observed or not applicable**

<table>
<thead>
<tr>
<th>The pre-service candidate demonstrates the ability to perform the following:</th>
<th>Rating Scale</th>
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</thead>
<tbody>
<tr>
<td>Competence Indicator</td>
<td>1</td>
</tr>
<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>
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<tr>
<td>2. Recognizes confusion in some learners during instruction and responds with additional support. EDUCATEALABAMA3.2</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>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>5. Selects instructional strategies and resources that address some learning styles and intelligences represented in classroom. EDUCATEALABAMA4.10</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates the ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. AQTS(1)c2.(iii)</td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates the ability to plan teaching and learning experiences that are congruent with the Common Core/Alabama Courses of Study and appropriate for diverse learners. AQTS (2)c2.(vi)</td>
<td></td>
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<tr>
<td>8. Demonstrates the 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)c4.(ix)</td>
<td></td>
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</tbody>
</table>

**Total Possible for Each Rating Box**

| Total Score for Disciplinary Content Knowledge Rubric | out of 32 possible |
Phase 2 – Pre-Clinical

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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</table>

Signature of Candidate_________________________ Signature of Cooperating Teacher_____________________


Pre-Clinical Limited Language or English Language Learners Assignment
(The assignment is completed during the pre-clinical field experiences and submitted into LiveText.)

During the field experiences, the candidate selects a limited language learner (e.g., autism) or English Language Learner to observe and teach/tutor. The university candidate works with the cooperating teacher when selecting the student. The university candidate prepares a report that addresses the items below.

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

2. Describe the limited language learner (e.g., autism) or English Language Learner (age, grade, ethnicity).

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

4. Describe a lesson or tutoring that you complete with the student. What is the subject area?

5. What strategies did you use to facilitate understanding?

6. Reflect upon the lesson. What difficulties did the student have with understanding the content?

7. What strategies were successful? How will you teach the lesson or tutoring differently the next time that you work with the student?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the demographics of the classroom (i.e., number of students, ethnicity and gender of each, gender of teacher, linguistic diversity (Autism or ELL))</td>
<td>Description is well-written, grammatically correct, and is complete and includes number, ethnicity, gender, and linguistic diversity.</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 the limited language/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 limited language/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>Description is vague and does not discuss language barriers.</td>
<td>Description is missing or omits important information.</td>
<td></td>
</tr>
<tr>
<td>4. 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 did the candidate 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. During reflection, what difficulties were identified that the limited language/English Language Learner had with understanding 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 did the candidate teach the lesson and facilitate understanding?</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>

Total _______ out of 28
Phase 3

(Clinical)
Phase 3 – Clinical

The Clinical Internship (Student Teaching)

Prerequisites:
Candidates must successfully complete the 205 hours of field experiences, plus the 7 hours of opening and 7 hours of closing of the school year, in order to be eligible to enroll in the internship. Other eligibility criteria include the following: admission to the Teacher Education Program, successful passing of all required Praxis II Tests, cleared background check, required GPA in all areas, and completion of all course work.

Clinical field experiences require a minimum of a full semester of internship (between 600-640 hours). Candidates are placed at the school site where the pre-clinical experiences occur, in order to allow candidates to experience a modified year-long internship.

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

- AGB 495
- ART 495
- BED 495
- ECH 495
- ELE 495
- CTE 495
- FCS 495
- MUS 495
- PED 495
- SED 495
- SPE 495
- TTE 495

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