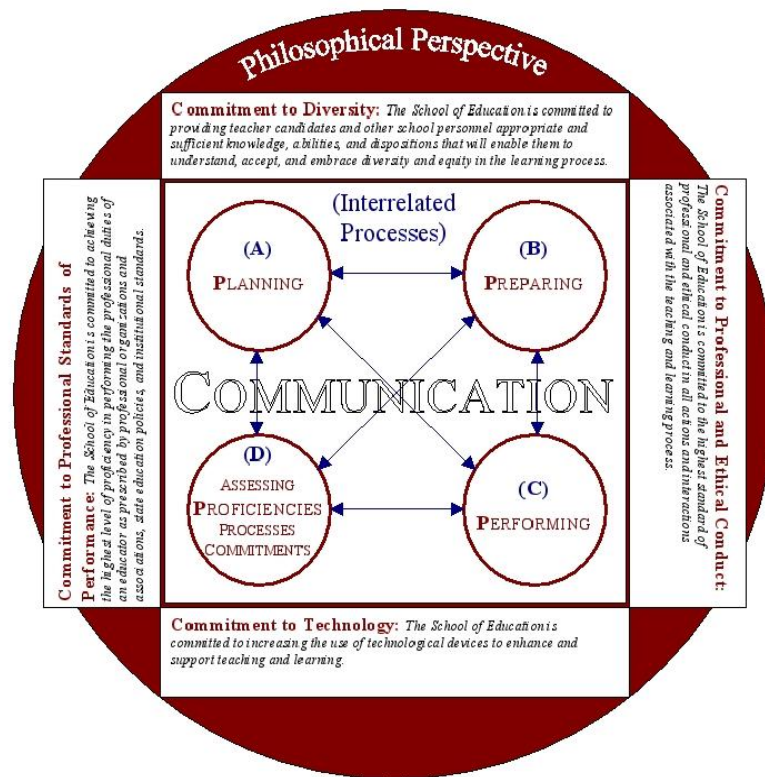


CONCEPTUAL FRAMEWORK

THE EDUCATOR AS A SERVICE PROFESSIONAL



Field Experiences Program Guide LEVEL I

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

SCHOOL OF EDUCATION

Field Experiences Program Guide

Level I Field Experiences

Revised 2009 - 2010

Office of Field Experiences

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CCN 223

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DEFINITIONS

1. **Cooperating Teacher** – the public school teacher is directly responsible for the day-to-day supervision of the candidate in the school facility.
2. **Directed Teaching** – full time experiences of a teacher education candidate in 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.
3. **Director of Field Experiences** – the University faculty/staff member responsible for developing, coordinating, implementing, and evaluating all phases of the Field Experiences Program.
4. **Field Experiences** – a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research.
5. **Internship** – a semester of fulltime internship, participating in the dynamics of an educational environment in a school classroom with increasing responsibilities until the candidate assumes total responsibility for the instructional process.
6. **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.
7. **University Supervisor** – the person assigned by the University to supervise student interns. For the purposes of Level I and II of the Field Experiences Program (FEP), the University Supervisor is the course instructor.

GENERAL INFORMATION

(THE FIELD EXPERIENCES PROGRAM)

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 professional education course and extending through the program with the culminating activity of the internship. From one semester to the next, 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 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 within the School of Education. 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 public school settings which allow candidates to integrate knowledge acquired in coursework with practical skills. The FEP is designed to provide a continuum of experiences that enable candidates to acquire the attitudes, knowledge, skills, and competencies essential to their growth as professionals.

The Field Experiences Program (FEP) in the School of Education involves three phases or levels:

Level I, a prerequisite for admission to the teacher-education program, requires a minimum of fifty hours of work with P-12 students, in a variety of settings, designed to familiarize the candidates with activities and behaviors of P-12 students, as well as the responsibilities of the teacher/leader of the group(s).

Level II, involves a minimum of 155 hours of classroom participation prior to the internship. Elementary/Early Childhood majors spend a minimum of fifty hours in an upper grade setting and a minimum of fifty hours in a lower grade setting. Secondary education majors (all subjects) will spend a minimum of fifty hours in the middle school setting and a minimum of fifty hours at the high school level. Candidates will register with their assigned professors for the practicum. All candidates will be required to perform specific functions as outlined in the Candidate Guidelines and course syllabi.

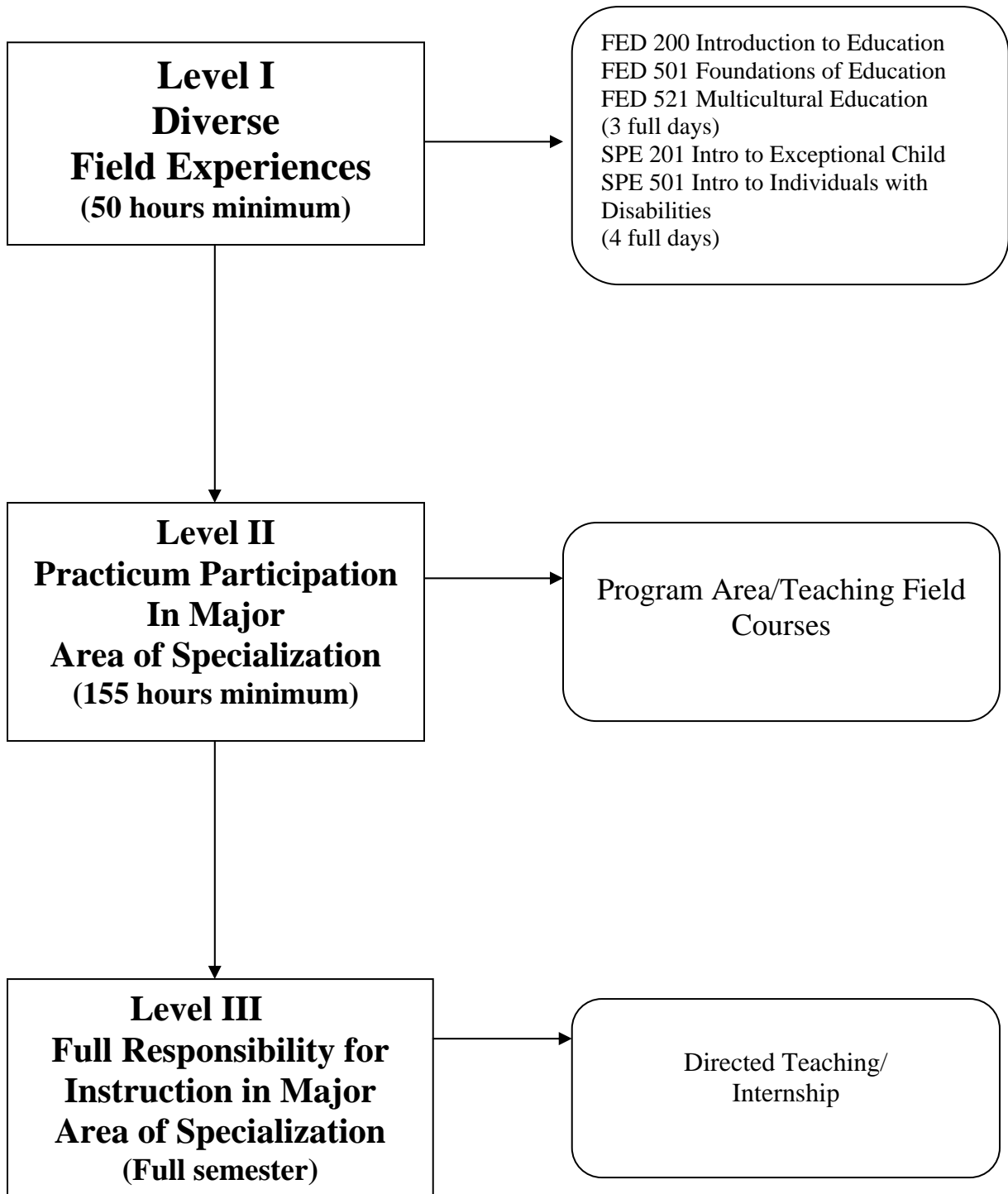
The candidates will be given opportunities to develop and refine specific teaching skills and techniques that are unique to the teaching methodologies of the particular areas under study. Candidates become increasingly more involved in classroom activities as the experiences progress.

Level III, the final phase of the FEP, is **the internship**. Candidates spend a semester, full-time in a public school classroom with increasing responsibilities until the candidates assume total responsibility for the instructional process (see The Level III/Internship Handbook).

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.

The Field Experiences Program Model



Candidate Guidelines

Level I

The candidates will:

- serve a minimum of (50) fifty hours.
- participate as leader, mentor, teacher, tutor, aide, and or assistant of a group.
- complete at least (30) thirty of the (50) fifty hours with students with disabilities and/or English language learners.
- complete at least (20) twenty of the (50) fifty hours in a Title I School.
- keep a daily log of field experiences and begin an electronic portfolio.

Level II

The candidates will:

- complete a minimum of (155) one hundred fifty-five hours
- observe methods of teaching;
- observe learning environments in their selected majors;
- observe group and individualized teaching;
- develop and prepare course related materials and activities (i.e. lesson plans, learning centers, etc.);
- engage in individualized tutoring;
- conduct small group instruction;
- administer diagnostic assessments;
- assist with laboratory activities;
- plan and deliver demonstrations; and
- keep a daily log of field experiences and develop electronic portfolio.
- experiences will include the opening and closing of the school year.

Level III

The candidates will:

complete a semester of internship
(See the Student Teaching/Internship Handbook)

POLICIES AND PROCEDURES OF THE FIELD EXPERIENCES PROGRAM

1. Candidates participating in the field experiences program (FEP) will be under the direct supervision of the cooperating teacher of the public school during the period of assignment in the schools.
2. Assignment of candidates to public school settings will be made by the Director of Field Experiences (with collaboration with University methods courses instructors) subject to the approval of the manager of staff development, cooperating principals, and teachers of the respective system.
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 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 (CCN, Room 223, 372-5509). The Director will collaborate with the university instructor, the school principal, and the cooperating teacher.
6. Candidates must be punctual, and they should make every effort to complete classroom obligations and assignments in a timely and professional manner.
7. Attire of candidates participating in the FEP should reflect professional standards and should be within the schools' dress code guidelines.
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 School of Education reserves the right to **withdraw** candidates engaged in the FEP from a school when, in the opinion of the principals and the Director of Field Experiences, it is in the best interest of the candidate, the school system, and the University.

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, candidates are expected to:

- 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 field experience 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 if an emergency arises which prevents the candidate from fulfilling the total requirements of the field experiences;
- arrange 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 evaluation;
- complete written reflective journals of the field experiences and other evaluations required by the university instructor;
- keep an attendance sheet; and
- develop an electronic portfolio

RESPONSIBILITIES OF COURSE INSTRUCTORS

Field Experiences Program (FEP)

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

Specific responsibilities of the course instructors are to:

- assist the Director of Field Experience 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/evaluation forms for candidates to complete, instructing candidates on the use of the forms, and evaluating the completed forms;
- supervise field experiences through on-site visits and/or regular 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 and obtaining evaluations;
- address any questions or needs for adjustment that may arise for immediate and effective resolution, and;
- work in consonance with the Office of Field Experiences 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 volunteered to work with candidates, who have been recommended by their school administrators as qualified for this service, and who are enthusiastic about assisting candidates in the transition from classroom knowledge of theory to application of skills.

Specific responsibilities of the cooperating schools and teachers include:

- 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 public school 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 competencies required of all beginning teachers in the State of Alabama:
 - a. preparation for instruction;
 - b. presentation of organized instruction;
 - c. assessment of student performance;
 - d. classroom management;
 - e. positive learning climate;
 - f. oral and written communication; and
 - g. performance of professional responsibilities.
- providing feedback to the Office of Field Experiences and University Supervisors on pertinent knowledge and skills necessary for candidates to become effective teachers; and
- if necessary, reporting any difficulties experienced in working with the candidate to the Director of Field Experiences.

EVALUATION PROCEDURES OF THE FIELD EXPERIENCES PROGRAM (FEP)

The FEP consists of a minimum of 50 hours of field experiences at Level I and 155 hours of practicum at Level II prior to the student teaching/internship. Documentation of successful completion and accomplishment of required competencies must be provided to facilitate the candidates admission to teacher education and eligibility to enroll in the student teaching/internship.

Each level of the Field Experiences Program (Level I, Level II, Level III) has an evaluation form to be completed by the cooperating teacher. All evaluation forms are to be submitted to the student, to be given to the instructor, to then be submitted to The Office of Field Experiences, immediately, after the completion of each field experiences assignment.

Field experiences are an integral component of the course requirements and curricula. Failure to successfully complete field experiences will result in **incomplete grades and/or course failure**. Failure to successfully complete the required field experiences will delay the candidate's eligibility for admission to teacher education, student teaching/internship, and graduation.

MEMORANDUM

TO: Cooperating Teacher

FROM: Dr. Karen Foster, Director
Office of Field Experiences

RE: Level I 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, Level I of the Field Experiences Program, is associated with FED 200 Introduction to Education, FED 501 Foundations of Education or FED 521 Multicultural Education, SPE 201 Introduction to the Study of Exceptional Children, and SPE 501 Introduction to the Study of Exceptional Children.

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

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

Memorandum – Level I

Page 2

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 an extreme emergency, the candidate is to notify the school office prior to the scheduled arrival time.

To determine the candidate's effectiveness, The Office of Field Experiences solicits your assistance by asking that you complete an evaluation form (checklist) for the days that the candidate is in your classroom. Your evaluation 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 form and time sheet in a sealed envelope, sign your name across the seal, and return it to the candidate, who will immediately return the form to his/her instructor, who will then return the form to The Office of Field Experiences (223 Carver Complex North).

Thank you for agreeing to work with our candidates. If I can be of assistance to you, please contact me at The Office of Field Experiences at (256) 372-5509. If you have comments or concerns that you believe will strengthen the program, please share these.

ALABAMA A&M UNIVERSITY SCHOOL OF EDUCATION

ASSESSMENT OF LEVEL 1 FIELD EXPERIENCES

Student Name: _____ **Course:** _____

Student Number: _____ **Semester:** _____

SS# _____

Major: _____ **Cooperating Teacher:** _____

Name of School Site: _____ **Grade Level:** _____

Cooperating teacher, please rate the candidate, in regards to the target abilities, using the following scale: 1 = unacceptable, 2 = needs improvement, 3 = good, and 4 = exemplary. Circle the number for each target ability that best describes your assessment of that ability.

Conceptual Framework Proficiency and AQTS	Target Ability	Exemplary	Good	Needs Improvement	Unacceptable
AL-AQT-2007.5.c.1.10; NCATE-2007.1g; 3b; 3c	Comes to the site regularly	Student exceeded number of days at the site. 4	Student never missed a day at the site. 3	Student missed 1 day at the site. 2	Student missed more than 1 day at the site. 1
NCATE-2007.1g; 3b; 3c	Comes to the site on time	Student always arrived early to the site. 4	Student arrived on time to the site. 3	Student was often 5-10 minutes late arriving to the site. 2	Student was often more than 10 minutes late arriving to the site. 1
NCATE-2007.3b; 1g; 3c; INTASC.9.G ; AL-AQT-2007.5.c.1.9; 5.c.1.10	Performs tasks in a professional manner	Student always performed tasks exceedingly well and with enthusiasm. 4	Student often performed tasks well. 3	Student performed tasks but in a lackluster manner that often required close supervision. 2	Student rarely if ever completed tasks; and, if tasks were completed they were always done in a grudging manner. 1

Conceptual Framework Proficiency and AQTS	Target Ability	Exemplary	Good	Needs Improvement	Unacceptable
NCATE-2007.1g; AL-AQT-2007.5.c.1.9; 3.c.1.4; NCATE-2007.3b; 3c	Shows competence in oral and written communication	Student always spoke and wrote standard English well. 4	Student communicated well often using standard spoken and written English. 3	Student's speech and writing were often grammatically incorrect. 2	Student's speech and writing were much too incoherent to be useful at the site. 1
INTASC.9.G; NCATE-2007.1g; 3b; 3c	Demonstrates interest in the purpose and activities of the site	Student always performed and showed a very strong interest in the work of the site; consistently inquired about the nature of the work of the site; sought to do more than asked. 4	Student performed and showed some interest in the work of the site. 3	Student performed the work of the site, but without showing much interest. 2	Student showed little or no interest in the work of the site. 1
AL-AQT-2007.5.c.1.9; INTASC.5.B; 5.G; 5.H; 6.F; 6.G; NCATE-2007.1g; 3b; 3c	Demonstrated sensitivity to cultural diversity at the site	Student went above and beyond the call of duty to help others at the site, and was always courteous and professional. 4	Student was always courteous and professional. 3	Student was courteous and professional most of the time. 2	Student was often disrespectful. 1

Add all circled scores and divide by 6 = Average Score: _____

Signature of Cooperating Teacher: _____

Date Assessment Completed: _____

Cooperating Teachers:

The intent of the Level I Field Experience is to allow candidates the opportunity to practice professional dispositions and demonstrate knowledge appropriate for developing professionals. These dispositions and knowledge should be acquired before a candidate participates in the internship. As such, please make sure your evaluation is formulated in the context as to the extent the candidate has performed based on their performance of the appropriate INTASC, NCATE and AQT standards for each criterion as noted below.

Comes to the site regularly

AL-AQT-2007.5.c.1.10

Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

NCATE-2007.1g

Professional Dispositions for All Candidates

NCATE-2007.3b

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

NCATE-2007.3c

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Comes to the site on time

NCATE-2007.1g

Professional Dispositions for All Candidates

NCATE-2007.3b

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

NCATE-2007.3c

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Performs tasks in a professional manner

AL-AQT-2007.5.c.1.10

Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

AL-AQT-2007.5.c.1.9

Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.

INTASC.9.G

D: The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

NCATE-2007.1g

Professional Dispositions for All Candidates

NCATE-2007.3b

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

NCATE-2007.3c

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Shows competence in oral and written communication

AL-AQT-2007.3.c.1.4

Ability to model appropriate oral and written communications.

AL-AQT-2007.5.c.1.9

Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.

NCATE-2007.1g

Professional Dispositions for All Candidates

NCATE-2007.3b

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

NCATE-2007.3c

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Demonstrated interest in the purpose and activities of the site

INTASC.9.G

D: The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

NCATE-2007.1g

Professional Dispositions for All Candidates

NCATE-2007.3b

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

NCATE-2007.3c

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Demonstrated sensitivity to cultural diversity at the site

AL-AQT-2007.5.c.1.9

Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.

INTASC.5.B

K: The teacher understands how social groups function and influence people, and how people influence groups.

INTASC.5.G

D: The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

INTASC.5.H

D: The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

INTASC.6.F

D: The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

INTASC.6.G

D: The teacher is a thoughtful and responsive listener.

NCATE-2007.1g

Professional Dispositions for All Candidates

NCATE-2007.3b

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

NCATE-2007.3c

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Level I REFLECTIONS FED 200 and FED 501 or FED 521

Candidate's Name _____ SS# _____

Student Number _____ Major _____

(This form is to be completed at the end of level I, turned into your instructor, and then submitted to The Office of Field Experiences with the checklist and service report.)

YES	NO	(Check the appropriate response to the following questions)
		Did you always want to become a teacher?
		Did you have an inspiring teacher during your years in school?
		Did you have teachers you didn't like and do you want to create a different experience than you had in school?
		Revisit your commitment and choice to become a teacher. Is teaching your first choice as a profession?
		After completing level I Field Experiences are you thinking of changing your major?

Answer the following questions

List three positive aspects of working with P-12 students?

- 1.
- 2.
- 3.

List three ways the service activities have been a professionally rewarding developmental experience.

Policies and Procedures for Level 1 Field Experiences –50 hours

3 Full Days- All students enrolled in FED 200 Introduction to Education and FED 501 Foundations of Education or FED 521 Multicultural Education will complete 3 full days of field experiences at a Title I school during the semester. The instructor of the course will assist the Field Director in establishing placements at the area city schools that are considered academically at risk. By the second week of the semester, the instructor will submit class rosters with placements to the Office of Field Experiences. At the end of the field experiences the instructors of the courses will collect the following documents from each student enrolled in the course:

- 1) Level 1 Assessment Form
- 2) Reflections
- 3) Level 1 Attendance Form

The instructor will submit the documents to the Office of Field Experiences within one week after the field experiences is completed. Students who have not fulfilled the 21 hour minimum requirements will receive a grade of “I” for the course.

4 Full Days- All students enrolled in SPE 201 Introduction to Children with Exceptionalities and SPE 501 Introduction to Children with Exceptionalities will complete 4 full days of working with children with disabilities and English language learners. By the second week of the semester, the instructors of the courses will submit rosters with suggested placements, appropriate for candidates to obtain experiences working with disabilities, to the Office of Field Experiences, to obtain placements. At the end of the field experiences, within one week, the instructors of the courses will collect the following documents from each student enrolled in the courses:

- 1) Level 1 Assessment Form
- 2) Level 1 Attendance Form

Students who have not fulfilled the requirements will receive a grade of “I” for the course.

Title I Schools

Instructors and Alabama A & M pre-service teachers, please use Title I schools in your placements for FED 200 and FED 501 and FED 521

Suggested Schools:

1. Lakewood Elementary
2. Lincoln Elementary
3. Martin Luther King, Jr. Elementary
4. Montview Elementary
5. Rolling Hills Elementary
6. Terry Heights Elementary
7. University Place Elementary
8. West Huntsville Elementary
9. West Mastin Lake Elementary
10. Davis Hills Middle School
11. Ed White Middle School
12. Stone Middle School
13. Westlawn Middle School
14. Butler High School
15. Johnson High School

Level I – All Programs
Level I Field Experience
(50 hours minimum)
All Programs

Fed 200 – Introduction to Teacher Education
--

3 full days in Title I Schools (Undergraduate)
--

Fed 501/521 – Foundations of Education/ Foundations of Multicultural Education

3 full days in Title I Schools (Graduate)

Spe 201 – Special Education classrooms and English language learners

4 full days (Undergraduate)

Spe 501 – Special Education classrooms and English language learners

4 full days (Graduate)

These schools are in our cluster for the school year **Fall 2009 - Spring 2010.**

HUNTSVILLE CITY SCHOOLS

Elementary Schools

AAA Elementary
Chaffee Elementary
Challenger Elementary
Chapman Elementary
Lincoln Elementary
MLK, Jr. Elementary
Montview Elementary
Mt. Gap Elementary
Weatherly Elementary
Whitesburg Elementary

Middle Schools

Challenger Middle
Chapman Middle
Mt. Gap Middle
Weatherly Middle
Whitesburg Middle

High Schools

Grissom High
Lee High

MADISON CITY SCHOOLS

Elementary Schools

Columbia Elementary
Heritage Elementary
Horizon Elementary
Madison Elementary
Rainbow Elementary
West Madison Elementary

Middle Schools

Discovery Middle (7-9)
Liberty Middle (7-9)

High Schools

Bob Jones High (10-12)

MADISON COUNTY SCHOOLS

Elementary Schools

Central School
Endeavor Elementary
Harvest Elementary
Hazel Green Elementary
Legacy Elementary
Lynn Fanning Elementary
Mt. Carmel Elementary
Madison County Elementary
Madison Cross Roads Elementary
Monrovia Elementary
New Hope Elementary
New Market Elementary

Elementary Continued

Owens Crossroads
Riverton Elementary
Walnut Grove Elementary

Middle Schools

Meridianville Middle
Monrovia Middle
New Hope Middle
Riverton Middle
Sparkman Middle

High Schools

Buckhorn High
Hazel Green High
Madison Co. High
New Hope High
Sparkman High (10-12)
Sparkman 9th Grade School
Madison Co. Career Acad.

DECATUR CITY SCHOOLS

Elementary School

Austinville Elementary
Banks Caddell Elementary
Benjamin Davis Elementary
Chestnut Grove Elementary
Eastwood Elementary
Frances Nungester Elementary
Julian Harris Elementary
Leon Sheffield Magnet
Somerville Road Elementary
Walter Jackson Elementary
West Decatur Elementary
Woodmeade Elementary

Middle Schools

Brookhaven Middle
Cedar Ridge Middle
Oak Park Middle

High Schools

Austin High
Decatur High
Decatur High Dev.

Level I

**ALABAMA A & M UNIVERSITY
FIELD EXPERIENCE REQUEST
HUNTSVILLE CITY SCHOOLS**

**Professors: Circle One
Elem. Middle High**

Professor's Name: _____ Course Number: _____

SCHOOL REQUESTED: _____ SCHOOL CONTACT: _____ DATE _____

**(NAME OF HUNTSVILLE CITY SCHOOL)
(Draft to be completed by course instructor.)**

(Faxed copy to be completed by Director of Field Experiences.)

STUDENT'S NAME	STUDENT'S (PHONE NUMBER)	SUBJECT (REQUEST)	GRADE (REQUEST)	TIME (REQUEST)	DATE (REQUEST)	COOPERATING TEACHER (TO BE COMPLETED BY PRINCIPAL)
1.						
2.						
3.						
4.						
5.						

COMMENTS: _____

Level I

ALABAMA A & M UNIVERSITY
FIELD EXPERIENCE REQUEST
MADISON CITY SCHOOLS

Professors: Circle One
Elem. Middle High

Professor's Name: _____ Course Number: _____

SCHOOL REQUESTED: _____ SCHOOL CONTACT: _____ DATE _____

(NAME OF MADISON CITY SCHOOL)
(Draft to be completed by course instructor.)

(Faxed copy to be completed by Director of Field Experiences.)

STUDENT'S NAME	STUDENT'S (PHONE NUMBER)	SUBJECT (REQUEST)	GRADE (REQUEST)	TIME (REQUEST)	DATE (REQUEST)	COOPERATING TEACHER (TO BE COMPLETED BY PRINCIPAL)
1.						
2.						
3.						
4.						
5.						

COMMENTS: _____

Professor's Name: _____ Course Number: _____

SCHOOL REQUESTED: _____ SCHOOL CONTACT: _____ DATE _____

(NAME OF MADISON COUNTY SCHOOL)
(Draft to o be completed by course instructor.)

(Faxed copy to be completed by Director of Field Experiences.)

STUDENT'S NAME	STUDENT'S (PHONE NUMBER)	SUBJECT (REQUEST)	GRADE (REQUEST)	TIME (REQUEST)	DATE (REQUEST)	COOPERATING TEACHER (TO BE COMPLETED BY PRINCIPAL)
1.						
2.						
3.						
4.						
5.						

COMMENTS: _____

Level I

ALABAMA A & M UNIVERSITY
FIELD EXPERIENCE REQUEST
OUT OF AREA SCHOOLS

Professors: Circle One
Elementary Middle High School

Professor's Name: _____ Course Number: _____

SCHOOL REQUESTED: _____ SCHOOL CONTACT: _____ DATE _____

(NAME OF OUT OF AREA SCHOOL)

(Draft to be completed by course instructor.)

(Faxed copy to be completed by Director of Field Experiences.)

STUDENT'S NAME	STUDENT'S (PHONE NUMBER)	SUBJECT (REQUEST)	GRADE (REQUEST)	TIME (REQUEST)	DATE (REQUEST)	COOPERATING TEACHER (TO BE COMPLETED BY PRINCIPAL)
1.						
2.						
3.						
4.						
5.						

COMMENTS: _____

