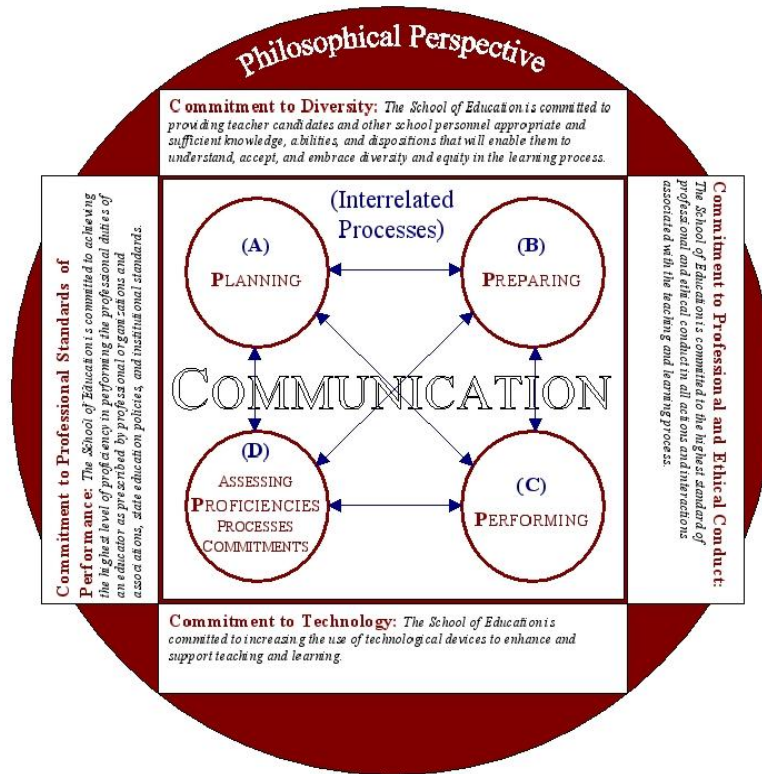


**CONCEPTUAL FRAMEWORK**

THE EDUCATOR AS A SERVICE PROFESSIONAL



# Field Experiences Program Guide LEVEL II

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

## SCHOOL OF EDUCATION

# Field Experiences Program Guide

### **Level II Practicum**

**Revised 2009-2010**

**Office of Field Experiences  
CCN 223  
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Director of Field Experiences  
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## DEFINITIONS

1. **Cooperating Teacher** – the public school teacher 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**

## **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 field experiences 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, practicum, involves a minimum of 155 hours of classroom participation prior to the internship. Elementary/Early Childhood majors will rotate practicum between upper grade settings and lower grade settings. Secondary education majors (all subjects) will rotate practicum hours in the middle school setting and the high school level. Candidates will register in the Field Experience Office (FEO) through the methods class professor, for the practicum and will be systematically assigned by their specific needs. All candidates will be required to perform specific functions as outlined in the Candidate Guidelines and course syllabi.

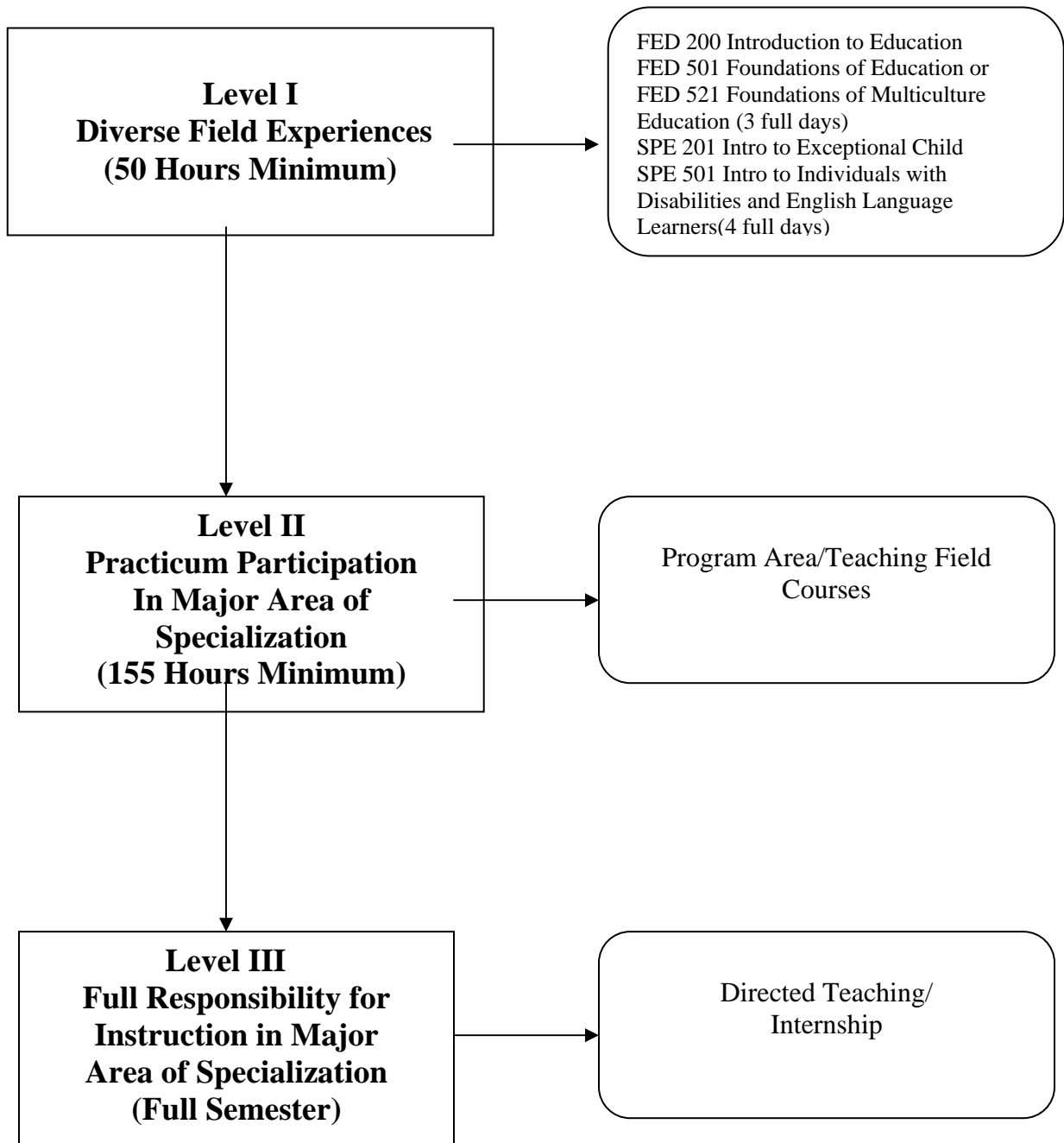
The candidates will be given opportunities to develop and refine specific teaching skills and techniques that are unique to the teaching methodologies of the particular areas under study. Candidates become increasingly more involved in classroom activities as the experiences progress.

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 candidate assumes total responsibility for the instructional process (Student Teaching/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 English Language Learners
- complete at least (20) twenty of the (50) fifty hours in a Title I School.
- Keep a daily log (reflective journal) of the field experiences.

## Level II

### The candidates will:

- complete a minimum of 155 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.
- 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 subject to the approval of the manager of staff development, cooperating principals, and teachers of the respective system. (as well as the University methods courses instructors).
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 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 (Carver Complex North, Room 223, 372-5509). The Director will collaborate with the university instructor, the school principal, and the cooperating teacher.
6. Candidates are to 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
- maintain 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.

## MEMORANDUM

TO: Cooperating Teacher

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

RE: Level II 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 II 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 observe and participate in your classroom.

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

1. Observe methods of teaching
2. Observe learning environments in the selected majors
3. Observe group and individualized teaching
4. Develop course-related materials and activities (i.e., lesson plans, bulletin boards, centers, projects, etc.)
5. Engage in individualized tutoring
6. Conduct small group instruction
7. Assist with laboratory activities
8. Plan and deliver demonstrations and/or lectures and lessons
9. Use media and other technological equipment to enhance instruction
10. Monitor playground (gym) and cafeteria activities

**Our 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.**

Candidates are to maintain daily timesheets during the field experience assignments. A written daily log (reflective journal) should describe and reflect the candidates' daily activities and participation in the classrooms.

To determine the effectiveness of the candidates, The Office of Field Experiences solicits your assistance by asking that you complete evaluation forms (checklists) for the days the candidates are 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 forms and timesheets in a sealed envelope, sign your name across the seal, and return it to the candidate, who will then 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, 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 programs, please share these.

ALABAMA A&M UNIVERSITY SCHOOL OF EDUCATION

ASSESSMENT OF LEVEL 2 FIELD EXPERIENCES

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Student Number: \_\_\_\_\_ Semester: \_\_\_\_\_

SS# \_\_\_\_\_

Major: \_\_\_\_\_ 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-AAMU-1 AL-AQT- 2007.3.c.1.4	<b>Demonstrates effectiveness and proficiency in speaking standard English</b>	Spoke English exceedingly well.  <b>4</b>	Spoke English well enough to communicate.  <b>3</b>	Spoke English but with several grammatical errors.  <b>2</b>	Spoken English was too incoherent to be useful at the school site.  <b>1</b>
AL-AAMU-1 AL-AQT- 2007.3.c.1.4	<b>Demonstrates effectiveness and proficiency in writing standard English</b>	Written English was legible with no grammatical errors.  <b>4</b>	Written English was legible enough to communicate.  <b>3</b>	Written English was legible but contained several grammatical errors.  <b>2</b>	Written English was too incoherent to be useful at the school site.  <b>1</b>
AL-AAMU-3; AL-AQT- 2007.1.c.2.2; 2.c.1.6; 2.c.1.7; 2.c.2.8; 2.c.2.9; 2.c.3.5; 2.c.4.10; 4.c.3.4; 4.c.5.3; 4.c.5.4; 5.c.1.6; 5.c.1.7; 5.c.1.8; 5.c.1.9	<b>Provides assistance to cooperating teacher in establishing a positive and supporting, physically attractive learning environment.</b>	Provided assistance readily and with enthusiasm.  <b>4</b>	Provided assistance when requested.  <b>3</b>	Provided assistance when requested but required close supervision.  <b>2</b>	Showed no initiative and when asked to assist; showed no enthusiasm.  <b>1</b>

<b>Conceptual Framework Proficiency and AQTS</b>	<b>Target Ability</b>	<b>Exemplary</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
AL-AAMU-2;5; AL-AQT-2007.1.c.1.3; 1.c.1.4; 1.c.1.5; 1.c.2.3; 2.c.1.5; 2.c.2.6; 2.c.2.7; 2.c.4.7; 2.c.4.8; 2.c.4.9; 2.c.5.5; 2.c.5.6; 2.c.5.7; 2.c.5.10; 3.c.1.5; 3.c.1.6; 3.c.1.8 ;3.c.4.5; 4.c.1.4; 4.c.4.4; 5.c.1.5	<b>Conducted, or assisted with, conducting instructional tasks, including assessing student learning.</b>	Engaged in instructional tasks readily and with enthusiasm, and showed great facility in assessing student learning.	Engaged in instructional tasks primarily when requested, and showed reasonable facility for assessing student learning.	Engaged in instructional tasks primarily when requested but required close supervision; showed poor facility for being able to evaluate student learning.	Showed no initiative to engage in instructional tasks, and unable to assess student learning.
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
AL-AAMU-4; AL-AQT-2007.2.c.2.5; 2.c.4.5; 3.c.4.3; 3.c.4.4	<b>Used supplemental materials/equipment, including technology, to enhance student learning.</b>	Showed initiative and creativity in finding and using supplemental materials.	Used supplemental materials already available at the school site.	Used supplemental materials available at the school site but under close supervision.	Did not use supplemental materials to enhance student learning.
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
AL-AAMU-7; AL-AQT-2007.2.c.3.3; 2.c.3.6; 2.c.5.8; 4.c.1.5; 4.c.5.3	<b>Demonstrated sensitivity to cultural diversity at the school site.</b>	Always showed courtesy and respect to all persons.	Often showed courtesy and respect to all persons.	Was selective in persons and groups to whom courtesy and respect were extended.	Was disrespectful to most people at the school site.
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
AL-AAMU-6; AL-AQT-2007.5.c.2.5; 5.c.2.6	<b>Engaged in self assessment of own performance to improve as a teacher.</b>	Showed strong interests in improving own performance as a teacher.	Showed some interest in improving own performance as a teacher.	Showed little interest in improving own performance as a teacher.	Show no interest in improving own performance as a teacher.
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>Conceptual Framework Proficiency and AQTS</b>	<b>Target Ability</b>	<b>Exemplary</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<i>AL-AAMU-6; AL-AQT-2007.5.c.2.7; 5.c.5.4</i>	<b>Sought the assistance of others at the site to improve own and other's performance as a teacher.</b>	Was vigorous and enthusiastic about seeking assistance.  <b>4</b>	Showed some interest and initiative in seeking assistance.  <b>3</b>	Showed little interest or initiative in seeking assistance.  <b>2</b>	Showed no interest or initiative in seeking assistance.  <b>1</b>

Add all circled scores and divide by 8 = Average Score: \_\_\_\_\_

Signature of Cooperating Teacher: \_\_\_\_\_

Date Assessment Completed: \_\_\_\_\_

## Cooperating Teachers:

The intent of the Level II Field Experiences 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 Alabama Quality Teaching Standards (AQTs) for each criterion as noted below.

### **Demonstrated effectiveness and proficiency in speaking standard English**

AL-AQT-2007.3.c.1.4

Ability to model appropriate oral and written communications.

### **Demonstrate effectiveness and proficiency in writing standard English**

AL-AQT-2007.3.c.1.4

Ability to model appropriate oral and written communications.

### **Provides assistance to cooperating teacher in establishing a positive, supporting, and physically attractive learning environment**

AL-AQT-2007.1.c.2.2

Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

AL-AQT-2007.2.c.1.6

Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.

AL-AQT-2007.2.c.1.7

Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.

AL-AQT-2007.2.c.2.8

Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.

AL-AQT-2007.2.c.2.9

Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

AL-AQT-2007.2.c.3.5

Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.

AL-AQT-2007.2.c.4.10

Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.

AL-AQT-2007.4.c.3.4

Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.

AL-AQT-2007.4.c.5.3

Ability to create a learning community in which individual differences are respected.

AL-AQT-2007.4.c.5.4

Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.

AL-AQT-2007.5.c.1.6

Ability to share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth.

- AL-AQT-2007.5.c.1.7  
Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.
- AL-AQT-2007.5.c.1.8  
Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.
- 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.

**Conducted or assisted with conducting instructional tasks, including assessing student learning.**

- AL-AQT-2007.1.c.1.3  
Ability to use students' prior knowledge and experiences to introduce new subject-area related content.
- AL-AQT-2007.1.c.1.4  
Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.
- AL-AQT-2007.1.c.1.5  
Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.
- AL-AQT-2007.1.c.2.3  
Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.
- AL-AQT-2007.2.c.1.5  
Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.
- AL-AQT-2007.2.c.2.6  
Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.
- AL-AQT-2007.2.c.2.7  
Ability to collect and use data to plan, monitor, and improve instruction.
- AL-AQT-2007.2.c.4.7  
Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
- AL-AQT-2007.2.c.4.8  
Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.
- AL-AQT-2007.2.c.4.9  
Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.
- AL-AQT-2007.2.c.5.5  
Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
- AL-AQT-2007.2.c.5.6  
Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.
- AL-AQT-2007.2.c.5.7  
Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.

- AL-AQT-2007.2.c.5.10  
Ability to develop and select appropriate performance assessments.
- AL-AQT-2007.3.c.1.5  
Ability to demonstrate appropriate communication strategies that include questioning and active and
- AL-AQT-2007.3.c.1.6  
Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.
- AL-AQT-2007.3.c.1.8  
Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.
- AL-AQT-2007.3.c.4.5  
Ability to use technology to assess student progress and manage records.
- AL-AQT-2007.4.c.1.4  
Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
- AL-AQT-2007.4.c.4.4  
Ability to design learning experiences that engage all learning styles.
- AL-AQT-2007.5.c.1.5  
Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.

**Used supplemental materials/equipment, including technology, to enhance student learning.**

- AL-AQT-2007.2.c.2.5  
Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
- AL-AQT-2007.2.c.4.5  
Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.
- AL-AQT-2007.3.c.4.3  
Ability to integrate technology into the teaching of all content areas.
- AL-AQT-2007.3.c.4.4  
Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.

**Demonstrated sensitivity to cultural diversity at the school site.**

- AL-AQT-2007.2.c.3.3  
Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.
- AL-AQT-2007.2.c.3.6  
Ability to use individual behavioral support plans to proactively respond to the needs of all students.
- AL-AQT-2007.2.c.5.8  
Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.
- AL-AQT-2007.4.c.1.5  
Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.
- AL-AQT-2007.4.c.5.3  
Ability to create a learning community in which individual differences are respected.

**Engaged in self assessment of own performance to improve as a teacher.**

AL-AQT-2007.5.c.2.5

Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.

AL-AQT-2007.5.c.2.6

Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.

**Sought the assistance of others at the site to improve own and others' performance as a teacher.**

AL-AQT-2007.5.c.2.7

Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.

AL-AQT-2007.5.c.5.4

Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.



## Level II Reflective Journal

### Field Experiences Log (To be completed as determined by course instructor)

Each time you visit your field experiences site, consider the following factors to record an entry into your log. Take notes on your paper and prepare a summary report to be included in your log. You may duplicate this form as needed to prepare entries for your log. The log should be turned in at the end of the field experience.

#### I. Demographics

Date \_\_\_\_\_ School \_\_\_\_\_  
Time of Arrival \_\_\_\_\_ Teacher \_\_\_\_\_  
Grade \_\_\_\_\_ Subject \_\_\_\_\_  
Number of Students \_\_\_\_\_ Departure Time \_\_\_\_\_

#### II. Instruction

- a. Type of activity you performed: observation, clerical, tutorial, small group instruction, large group instruction, other

\_\_\_\_\_  
Describe your involvement in the classroom.

- b. Activity start time \_\_\_\_\_ Stop time \_\_\_\_\_  
c. Student objectives for the activity  
d. Teaching techniques  
e. Audio-visual aids/Technology Used  
f. Materials  
g. Questioning techniques  
h. Evaluation

#### III. Other Activities

Was the teacher involved in any other activities such as hall duty, lunchroom supervision, playground supervision, extracurricular activities, field trip supervision, after school duties, faculty meetings, parent conferences, team meetings, or other activities?

Describe the activity and the teacher's involvement.

#### **IV. Part A – Lesson Observation**

**During your observation, it is suggested that you focus on the following factors.**

- Does the teacher establish rapport with the students?
- What is the teacher's lesson objective?
- Do you think the students understand the objectives of the lesson?
- What are some of the techniques used for motivation?
- Does the lesson consider differences in level of student's learning?
- What provision(s) is made for student differences?
- To what extent do all the students participate?
- Do the students seem receptive to the lesson?
- Are the questions related to the key points of the lesson?
- Did the teacher use the text and/or supplemental materials?
- How were audio-visual aids used? Technology used?
- Regarding materials for students:
  - a. what individual work was assigned to the students?
  - b. was a workbook or worksheets used? How?
- Did the teacher keep within the scope of the lesson topic during the class discussion.
- What evidence indicates that the students understood the lesson?
- What were the key points made in the lesson and/or class discussion?
- Was the presentation of the lesson successful in your opinion?
- Were the purposes and the objectives of the lesson realized? Explain.
- If you were the teacher of this class, would you have done anything differently? Explain what and why?
- Was the population of the class diverse?

#### **V. Part B – Classroom Organization and Behavior Management Observation**

- Does the teacher have the attention of all students before beginning the lesson? What techniques are used to secure attention?
- Is the classroom neat, clean and attractive?
- Describe the classroom layout (a diagram may be effective)?
- Is the classroom organization conducive for learning? Why? Why not?
- Do students show respect for the teacher?
- What type behavioral problems did the teacher encounter?
- How are these problems handled?
- Is the teacher consistent in managing behavioral problems?
- Does the teacher's behavior management approach appear effective?
- Based on your knowledge, what things would you do differently in classroom organization and behavioral management? Why?

## Observing the Cooperating Teacher

*What are you looking for when you observe a teacher?*

- |   |               |
|---|---------------|
| <ol style="list-style-type: none"><li>1. How the teacher managed the classroom:<br/>Physical organization of classroom<br/>Pacing of lesson<br/>Beginning and ending of lesson<br/>Monitoring of students<br/>Traffic flow of classroom<br/>Routines and procedures used<br/>Structure of lesson</li><br/><li>2. Which instructional strategies were used during the lesson:<br/>Instructional practices used (lectures? cooperative learning? combination?)<br/>Teaching materials and audio visual<br/>Technology used incorporated into lesson</li><br/><li>3. How the classroom environment was organized and executed:<br/>Teacher's "style"-how would you describe it?<br/>Interactions with students<br/>Engagement of students with diverse needs<br/>Positive reinforcement<br/>Disruptions-how handled?</li><br/><li>4. How the lesson was planned as part of a larger curriculum:<br/>The lesson plan--was there one?<br/>The plan as part of a unit--how does this fit into the bigger picture?<br/>Curriculum objectives for learning--clear?</li><br/><li>5. How the lesson was assessed for learning:<br/>Formal assessment<br/>Informal assessment</li><br/><li>6. How will you document your observations? Select one or more.<ul style="list-style-type: none"><li>• Taking notes and responding to the questions listed above.</li><li>• Drawing a diagram of the classroom and noting interactions on paper.</li><li>• Audiotaping the lesson and responding to tape and comparing to notes taken.</li><li>• Writing a general summary in your journal.</li></ul></li></ol> | <p>NOTES:</p> |
|---|---------------|

## Observing the Individual Student

**Date:** \_\_\_\_\_ **First Name of Student:** \_\_\_\_\_

**Grade/Subject:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

1. What do you notice about this student (physical appearance, cultural background, language, social interaction, skills and abilities, motivations, attitude, self-concept, etc.)?
  
2. How is the student responding to the teacher's lesson?
  
3. Is the student interacting with any other students? Describe.
  
4. What is the quality of the student's work?
  
5. Name something positive the student did during the lesson.
  
6. What other things did you observe?

## Observing a Small Group

**Date:** \_\_\_\_\_ **Number in Group:** \_\_\_\_\_

**Subject/Grade**  
**Level:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

1. Why is this small group working together?
  
2. Who is the leader of the group? Self appointed or teacher appointed?
  
3. How effective is the leader?
  
4. Is the group completing the assigned task? How do you know?
  
5. Are all members of the group participating? What are the differences in the individual member's contribution to the group? Give an example.
  
6. What is your overall impression of this group activity?
  
7. Write any questions you have.



School of Education  
Office of Field Experiences

Field Experience Requirements  
And Courses Listed  
By Program Areas

**Level I Requirements – Minimum of 50 hours**

- 3 days in Title I schools
- 4 days in Special Education sites  
And sites with English Language  
Learners

**Level II Requirements – Minimum of 155 hours**

- In teaching field
- in P-12 sites
- Experiences should include  
the opening and closing of the  
school year

**Minimum of 205 hours in diverse placements  
prior to internship**

## Level II

At Level II, students must complete at least 100 hours in P-12 settings. The additional 55 hours may be in P-12 settings or may be in community organizational sites and may be counted as service hours.

## Level II

### Department of Elementary & Early Childhood Education Practicum Courses

#### Undergraduate

**Every Wednesday – Full day for 11 weeks  
(77+ hours each semester)**

#### **Fall – Urban Schools Schools**

#### **Spring – Rural**

ECE 301 M/M of Language Arts	ECE 302 M/M of Social Studies
ECE 304 Teaching Reading to Young Children	ECE 303 M/M of Science & Health
	ECE 305 M/M of Math
	ECE 407 Intermediate Readers

**Graduate** majors take undergraduate reading and mathematics prerequisites to complete 155 hours of Level II field experiences.

## Level II

### **Department of Secondary Education Practicum Courses**

Minimum of 50 hours per course, at the high school  
level

**(Urban Schools)**

**Undergraduate** - All classes meet at the designated  
professional development school sites

SED 421 Teaching English in Secondary Schools
SED 422 Teaching Math in Secondary Schools
SED 423 Teaching Social Science in Secondary Schools
SED 424 Teaching Science in Secondary Schools

**Offered Fall/Spring Semesters**

**Graduate** – 7 days each and/or 50 clock hours  
each per graduate course

SED 521 English in Secondary Schools
SED 522 Mathematics in Secondary Schools
SED 523 Social Studies in Secondary Schools
SED 524 Science in Secondary Schools

**Offered Fall/Spring Semesters**

## Level II

### **Department of Secondary Education Practicum Courses**

Minimum of 50 hours at the middle school level  
**(Rural Schools)**

**Undergraduate** – Classes meet all semester at the professional development school during scheduled class time for minimum of 50 clock hours.

SED 409 – Teaching Reading in the Content Area

**Graduate** – Classes meet at the school during scheduled class time – Complete 7 full days each and/or minimum of 50 clock hours.

SED 515 – Teaching Reading in the Content Area

## Level II

### **Department of Business Education Practicum Courses (Minimum of 155 hours)**

7 days/or minimum of 50 clock hours per course

#### **Undergraduate**

##### **Fall Semester**

##### **Spring Semester**

BED 425 M/M Teaching - 50 hrs Business Subjects (High School)	BED Office Practicum – 100 hours Spring only
SED 409 Reading in Content Area (Middle School) – 50 hrs	SED 409 Reading in Content Area (Middle School) – 50 hrs

#### **Graduate**

##### **Fall Semester**

##### **Spring Semester**

BED 501 M/M Principles of – 50 hrs Teaching Business Ed. (High School)	BED 515 Management Information Systems (High School) – 50 hrs
SED 515 Reading in Content Area (Middle School) – 50 hrs	SED 515 Reading in Content Area (Middle School) – 50 hrs

## Level II

### **Department of Family & Consumer Science Practicum Courses (Minimum of 155 hours)**

7 days/or minimum of 50 clock hours per course

### **Undergraduate**

#### **Fall Semester**

#### **Spring Semester**

FCS 401 Family & Consumer Science Ed (High School) – 50 hrs (Offered even years)	FCS 303 Career Tech/Family & Consumer Ed (High School) – 50 hrs
SED 409 Reading in Content Area (Middle School) – 50 hrs (Rural)	SED 409 Reading in Content Area (Middle School) – 50 hrs (Rural)

## Level II

### **Department of Agribusiness Agriscience Education Practicum Courses (Minimum of 155 hours)**

7 days/or minimum of 50 clock hours per course

#### **Undergraduate**

<b>Fall Semester</b>	<b>Spring Semester</b>
AGB 401 M/M Teaching – 50 hrs Agriculture & Audio Visual	SED 409 Reading in the Content Area (Middle School) – 50 hrs
SED 409 Reading in the Content Area (Middle School) – 50 hrs	

#### **Graduate**

<b>Fall Semester</b>	<b>Spring Semester</b>
AGB 508 Planning, Organizing, and Teaching Agriscience – 50 hrs (High School)	SED 515 Reading in the Content Area (Middle School) – 50 hrs
SED 515 Reading in the Content Area (Middle School) – 50 hrs	

## Level II

### **Department of Physical Education Practicum Courses (Minimum of 155 hours)**

**Every Wednesday – Full day for 11 weeks  
(77+ hours per semester)**

<b>Fall – Rural Schools</b>	<b>Spring – Urban Schools</b>
PED 305 M/M Teaching Elementary PE	PED 306 M/M Teaching Secondary PE
PED 427 Adaptive PE (3 days) Various sites-rural/urban, hours by arrangement ( <b>Fall Only</b> )	SED 409 Reading in the Content Area (Middle School) – 50 hrs
SED 409 Reading in the Content Area (Middle School) – 50 hrs	

## Level II

### Department of Special Education Practicum Courses (Minimum 155 hours)

**Every Friday – Full day for 11 weeks  
(77+ hours per semester)**

#### Undergraduate

##### Fall Semester

##### Spring Semester

SPE 430 M/M Reading in the Content Area 6-12	SPE 405 M/M Teaching Children with Disabilities K-6
SPE 404 M/M Teaching Children K-3	SPE 432 M/M Functional Curriculum 6-12

#### Graduate

##### Fall Semester

##### Spring Semester

SPE 540 Teaching Elementary Students with Disabilities K-6 <b>(Odd Years)</b>	SPE 500 Teaching Secondary Children with Disabilities 6-12 <b>(Even Years)</b>
SED 515 Reading in the Content Area	SPE 541 Teaching ECE with Disabilities K-6 <b>(Even Years)</b>
SPE 549 Adaptive Teaching Methods in ECSE <b>(Even Years)</b>	EDU 305 M/M Teaching Math in Elementary School <b>(Every Wednesday – Full day)</b>

## Level II

### **Department of Art Education Practicum Courses (Minimum 155 hours)**

7 days and/or minimum of 50 clock hours per course

#### **Fall – Urban Schools**

#### **Spring – Rural Schools**

ART 310 Teaching Art in Elementary Schools	ART 310 Teaching Art in Elementary Schools
ART 410 Teaching Art in Secondary Schools	ART 532 Teaching/Supervision of Art in Public School
SED 409 – Reading in the Content Area (Middle School) – 50 hrs Required for all undergraduates	
SED 515 – Reading in the Content Area (Middle School) – 50 hrs Required for all graduates	

## Level II

### Department of Fine Arts Practicum Courses Music Program

**(Minimum of 155 hours – only 55 additional hours of service may be used to complete the 155, all other hours must be taken during SED 409, MUS 301, or MUS 401)**

### Instrumental Music Education Majors

#### Fall – Urban Schools

#### Spring – Rural Schools

MUS 301 Music for Elementary Schools (40) – 5 Full Days	MUS 401 Music for Secondary Schools (40) – 5 Full Days
Upper Brass (4)	Lower Brass (4)
Single Reeds (4)	Double Reeds (4)
Percussion (4)	MUS 317 Conducting (9)
Strings (4)	
SED 409/RDG 409 Reading in Content Area (Middle School) – 50 hrs <b>minimum</b>	

### Vocal/Piano Music Education Majors

#### Fall - Urban

#### Spring - Rural

MUS 301 Music for Elementary Schools (40) – 5 Full Days	MUS 401 Music for Secondary Schools (40) – 5 Full Days
	MUS 317 Conducting II (25)
SED 409/RDG 409 Reading in Content Area (Middle School) – 50 hrs <b>minimum</b>	

## Level II

### **Department of Technology Career Technologies Education Practicum Courses (Minimum of 155 hours)**

7 days and/or minimum of 50 clock hours per course

#### **Undergraduate**

##### **Fall Semester**

##### **Spring Semester**

SED 307 M/M of Teaching in Secondary Schools – 50 hrs (High School)	TTE 402 M/M of Teaching Career Technologies Ed. – 50 hrs (Middle School)
SED 409 Reading in the Content Area (Middle School) – 50 hrs	SED 409 Reading in the Content Area (High School) – 50 hrs

#### **Graduate**

##### **Fall Semester**

##### **Spring Semester**

TTE 501 Technology in Career Technologies Ed. – 50 hrs (Middle School)	TTE 504 Planning & Organizing Career Technologies Ed. – 50 hrs (High School)
SED 515 Reading in the Content Area (High School) – 50 hrs	SED 515 Reading in the Content Area (Middle School) – 50 hrs

## **Polices and Procedures for the Level II (Practicum) Field Experiences to Ensure Diversity**

In order to allow diversity in field experiences, the following schedule will be utilized when selecting Practicum placements.

### **(Urban Placements) Huntsville City & Madison City**

1. Ele/Ech                      Fall  
Special Ed.                  Semester  
Art/ Music
2. Secondary Ed.              Spring  
Physical Ed.                  Semester  
(Secondary placement for P.E.)

### **(Rural Placements) Madison Co. Schools**

1. Secondary Ed.              Fall  
Physical Ed.                  Semester  
(Elementary placement for P.E.)
2. Ele/Ech                      Spring  
Special Ed.                  Semester  
Art/Music

## **Level II Procedures**

By the **second week** of the semester, the instructor for each practicum class will submit a placement request form to The Office of Field Experiences, for each student attending the course. Each department will meet as a group to coordinate the placement, keeping in mind the urban/rural semester assigned to each department.

At the end of the practicum, candidates are to immediately submit the following documents to the instructor of the course:

1. Evaluation Checklist
2. Time Sheet

**Within one week, following the practicum, the instructor will submit the forms for the entire class to the Office of Field Experiences.**

**Candidates are however, to submit reflective journals to each instructor. Candidates are to maintain electronic portfolios.**

**Students who do not complete the required hours will receive a grade of “I” for the course.**

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  
School  
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 9<sup>th</sup> Grade  
  
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 II

ALABAMA A & M UNIVERSITY  
FIELD EXPERIENCES REQUEST  
HUNTSVILLE CITY SCHOOLS

Professors: Circle One  
Elem. Middle

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 II

ALABAMA A & M UNIVERSITY  
FIELD EXPERIENCES REQUEST  
MADISON CITY SCHOOLS

Professors: Circle One  
Elem. Middle HS

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: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Level II

ALABAMA A & M UNIVERSITY  
FIELD EXPERIENCE REQUEST  
MADISON COUNTY SCHOOLS

Professors: Circle One  
Elem. Middle

Professor's Name: \_\_\_\_\_ Course Number: \_\_\_\_\_

SCHOOL REQUESTED: \_\_\_\_\_ SCHOOL CONTACT: \_\_\_\_\_ DATE \_\_\_\_\_

(NAME OF MADISON COUNTY 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 II

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

Professors: Circle One  
Elem. Middle Hi

Professor's Name: \_\_\_\_\_ Course Number: \_\_\_\_\_

SCHOOL REQUESTED: \_\_\_\_\_ SCHOOL CONTACT: \_\_\_\_\_ DATE \_\_\_\_\_

(NAME OF OUT OF AREA SCHOOL)  
(Draft copy 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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_