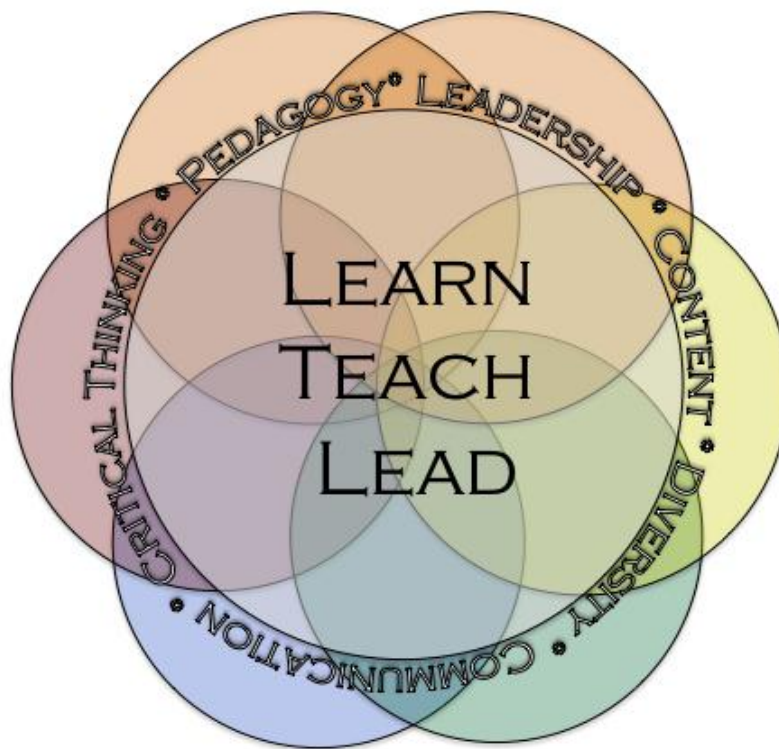


Field Experience Guidelines for Undergraduate Education Candidates



THE TEACHER EDUCATION PROGRAM AT UAH

Department of Education
The University of Alabama in Huntsville
Morton Hall 232-K
256-824-6180
www.education.uah.edu
2012-2013



Department of Education Mission

The Department of Education at The University of Alabama in Huntsville prepares prospective elementary and high school teachers at the graduate and undergraduate levels to assume leadership roles in public and private schools. The faculty in the department is committed to a knowledge base for these programs that reflects the views that educators are reflective decision-makers who facilitate student learning.

Our vision is led by the motto: “*Through Teaching We Lead.*” We believe that professional teaching combines an imaginative and empathic understanding of learners with a rigorous, research-based body of pedagogical knowledge. These components must be enfolded with a substantive preparation from the disciplinary knowledge. We want our teacher candidates to become educators who are reflective leaders committed to the continuing development of dispositions and skills that become manifested in their own practices as an elevated balance of both support and challenge for learners.

The establishment of the theme, “*Through Teaching We Lead,*” codifies the major purpose of our department: to graduate teachers who are exceptionally well-prepared in disciplinary, pedagogical, and professional knowledge; who understand and are prepared to address the needs of all learners; and who are committed to serving as leaders in the educational community to ensure that all students receive a high-quality public or private education. The vision and mission statements of the Department are realized through the goals and outcomes for the program. These goals represent the department’s expectations for all teacher education candidates.

Mission Statement

To prepare knowledgeable and caring teachers who are committed as leaders to addressing the challenges of educating diverse students

UAH Teacher Candidate Competencies

1. CONTENT. The candidate knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learner in construction of meaning within the discipline.

2. PEDAGOGY.

a. Teaching. Candidate uses multiple teaching and learning strategies to meet the needs of students, creates lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement.

b. Assessing Student Learning. Candidate develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and documents impact of instruction on student learning.

c. Managing the Learning Environment. Candidate uses an understanding of individual and group motivation and behavior to create a safe, well-organized, and equitable learning environment that supports positive interactions and active engagement in learning.

3. CRITICAL THINKING. Candidate models effective critical thinking patterns and problem solving approaches and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4. DIVERSITY. Candidate understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Candidate understands how students differ in their approaches to learning and creates instructional opportunities that meet the needs of learners from diverse cultural backgrounds and learners with exceptionalities. The candidate uses this knowledge to promote equitable learning opportunities for *all* students.

5. COMMUNICATION. Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.

6. PROFESSIONALISM. Candidate evidences leadership capacity and a solid commitment to the teaching profession.

a. Collaboration and Relationships. Candidate communicates and interacts with parents/ guardians, families, school colleagues, and the community to support students' learning and well-being.

b. Reflection and Professional Development. Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Candidate actively seeks out opportunities to grow professionally.

c. Professional Dispositions. Candidate exhibits ethical and professional dispositions and conduct.

Professional Dispositions

Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the candidate’s own professional growth.” The professional dispositions and commitments exhibited by teacher candidates are one of the most critical factors in determining their future success in the classroom. Therefore, UAH teacher candidates are introduced to the dispositions during their first education course *ED 301 - Introduction to Education*. Dispositions continue to be woven into the framework of each course in the UAH Teacher Education Program. Candidates are provided with opportunities to engage in a self-evaluation of these dispositions and to demonstrate these attributes as they progress throughout the program.

1. **Intellectual Curiosity.** The teacher candidate enlivens the role of researcher and expresses a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, the teacher candidate fosters and encourages students to extend their personal immersion in learning beyond course content.
2. **Respect for all Learners.** The teacher candidate demonstrates respect for and fosters positive rapport with all students.
3. **Multicultural Sensitivity.** The teacher candidate promotes the development of an awareness and understanding of cultural, ethnic, and economic differences and understands their impacts on learning.
4. **Self-initiative.** The teacher candidate accurately assesses needs and independently implements plans to address student needs in creative and resourceful ways.
5. **Flexibility.** The teacher candidate identifies and positively adapts when unanticipated occurrences arise.
6. **Interaction with Others.** The teacher candidate initiates positive interactions with students, faculty, peers, and others.
7. **Tact and Judgment.** The teacher candidate is diplomatic. The teacher candidate is sensitive to others’ feelings and opinions.
8. **Reliability/Dependability.** The teacher candidate is always responsible. The teacher candidate attends to tasks or duties without prompting.
9. **Oral Communication Skills.** The teacher candidate is articulate, expressive, and conversant. The teacher candidate is able to adapt his or her communicative style to the situation; the teacher candidate listens well and responds appropriately.
10. **Written Expression.** The teacher candidate expresses ideas clearly and concisely. The teacher candidate makes no mechanical errors.
11. **Attendance/Punctuality.** The teacher candidate is punctual and has regular attendance. The candidate provides prior notification and reasonable explanations for absences.
12. **Professional Appearance.** The teacher candidate follows the appropriate dress code for the situation.

Introduction to the Field Experience Program

The Field Experience Program (FEP) is an integral part of the Teacher Education Program at The University of Alabama in Huntsville. It provides candidates with opportunities to become familiar with and participate in a variety of instructional settings. From one semester to the next, candidates are provided with opportunities to become more actively involved in classroom settings. As they gain more knowledge of learners, content, and methodology, they participate in a set of sequential and systematic experiences that enable them to connect the knowledge and skills acquired in campus-based coursework with what they observe and do in public school settings.

The FEP is designed to provide a continuum of experiences that enables candidates acquire the knowledge, skills, and dispositions essential to their growth as professionals. Candidates are expected to complete a minimum of 200 hours of field experiences prior to the internship. Each semester candidates will complete a minimum of 50 hours in a school setting, as they move from simply observing, participating and tutoring students during Block 1 experiences, to teaching small group and whole class lessons during Blocks 3, 4 experiences and finally assuming full responsibility for the classroom during their student teaching.

Each level of field experiences addresses competencies integral to the UAH *Teacher as Leader* model. As candidates progress through the program and become more actively engaged in instructional responsibilities during each level of field experiences, they will be expected to demonstrate novice, then intermediate, and finally expert abilities in each competency area.

Candidates enrolled in Blocks 1 and 2 field experiences will focus primarily on *Diversity* and *Critical Thinking*. Candidates enrolled in Blocks III and IV field experiences will focus on developing *Content* and *Pedagogy* expertise; they will refine their competencies in the area of *Diversity*. Candidates enrolled in the internship—will demonstrate their abilities in all competencies as a high level. At all levels, candidates will demonstrate increasing competency in the areas of *Communications*, *Critical Thinking*, and *Professionalism*.

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 and will delay and/or prevent the candidate's admission to the Teacher Education Program or the internship.

Competency Focus for Field Experiences

Level of Field Experiences	Setting	Grade Level Placements
Block 1. ED 301, 305, 308 Competency Focus: <ul style="list-style-type: none"> • Diversity 	Urban Title I Schools Huntsville City Schools	Elementary- grades K-2 Secondary - middle schools P-12 - middle or high school
Block 2. ED 309, 430, EDC 301, 311 Competency Focus: <ul style="list-style-type: none"> • Diversity • Critical Thinking 	Rural Schools Madison County Schools	Elementary – grades 3-5 Secondary – high schools P-12 - elementary schools
Fall Methods Block. Elementary: ED 315, 373, 374, 375 or 405, EDC 321 Secondary: ED 408 and Methods Courses ED 421, 422, 423, or 424 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **Teaching, **Assessing, **Managing the Learning Environment 	EED: Huntsville or Madison City (schools with high ELL populations)** SED: Suburban Schools (High SES)** Madison City or Huntsville City **ARI & AMSTI Schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.	Elementary - ED 375 – grades K-2 ED 405 – grades 3-5 Secondary - middle schools P-12 - middle or high schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.
Spring Methods Block. Elementary: ED 371, 372, 375 or 405, EDC 331, 351 Secondary: ED 410 and Methods Courses: ED 421, 422, 423, or 424 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **Teaching, **Assessing, **Managing the Learning Environment 	EED: Suburban Schools (high SES) – Madison City or Huntsville City** SED: Madison City or Huntsville City schools** **ARI & AMSTI Schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.	Elementary –ED 375 - grades K-2 ED 405 - grades 3-5 Secondary – high schools P-12 elementary schools Elementary education majors should plan to spend the equivalent of one full day in schools each week.
EED Summer	EDC 302 & 341 –Madison City School Extended Year Program	OR EHL 406 – Huntsville or Madison City ELL Camps
Internship All Competencies	Placements Varied	Elementary -- K-3 and 3-5 Secondary – Middle and High School Music – K-6 and 6-12

Candidates will develop strengths in three competencies throughout each semester:
 Communications, Critical Thinking, and Professionalism

Field Experience Guidelines for Elementary Education Candidates

<p>Block 1: ED 301, ED 305, ED 308 Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school and the community it serves. Competencies: <i>Diversity</i> Grades K-2 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field. • Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 2 hours per week for 10 weeks) • Document the field experiences in a set of field notes or daily journal • Write reflective entries about each day's experiences. 	<p>Block 2: ED 309, ED 430, EDC 301, EDC 311 Focus: Candidates will observe and assist a teacher in a rural school setting. They will focus on the learners and creating/managing a safe, supportive classroom environment. Competencies: <i>Diversity & Critical Thinking</i> Grades 3-5 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field • Tutor or assist learners with disabilities (a minimum of 10-15 hours) • Plan and implement a small group activity in classroom • Document the field experiences in daily journal • Write reflective entries about the experiences
<p>Fall Methods Block: ED 315, 373, 374, 375 or ED 405, EDC 321 Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in reading, math, and science. Primary Grades K-2 (ED 375) or 3-5 (ED 405) Week-long practicum included in FE Competencies: <i>Content,, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher • Tutor or assist students in these content areas (individualized or small group instruction) • Develop and teach lessons in math, science, and reading • Design assessments, use the data to plan instruction and monitor and measure student learning • Use available materials and resources, including technology • Note professional development resources for teaching in these content areas • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught • Maintain a set of field notes with reflective journal entries 	<p>Spring Methods Block: ED 371, 372, 375 or 405, EDC 331, 351 Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in reading, language arts, and social studies Primary Grades K-2 (ED 375) or 3-5 (ED 405) Week-long practicum included in FE Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher • Tutor or assist students in these content areas (individualized or small group instruction) • Develop and teach lessons in reading, language arts and social studies • Develop and teach lesson(s)/units that integrate across the curriculum • Design assessments, use data to plan instruction and monitor and measure student learning • Use available school and community resources, including technology • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught. • Maintain a set of field notes with reflective journal entries
<p>Summer: EDC 302 and 341 – Madison City Schools Extended Year Program OR EHL 406 – Madison City or Huntsville Camp for Second Language Students</p>	
<p>ED 493 – Internship Focus: Candidates should demonstrate knowledge, skills, dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

Field Experience Guidelines for Secondary and P-12 Education Candidates

<p>Block 1: ED 301, ED 305, ED 308 Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school and the community it serves. Competencies: <i>Diversity</i> Secondary - Middle School P-12 Music – middle or high schools The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field. • Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 1 hour per week for 10 weeks) • Document the field experiences in a set of field notes or daily journal • Write reflective entries about each day’s experiences. 	<p>Block 2: ED 309, ED 430, EDC 301, EDC 311 Focus: Candidates will observe and assist a teacher in a rural school setting. They will focus on the learners and creating/managing a safe, supportive classroom environment. Competencies: <i>Diversity & Critical Thinking</i> Secondary - High School P-12 – elementary schools The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field • Tutor or assist learners with disabilities (a minimum of 10-15 hours) • Plan and implement a small group activity • Document the field experiences in daily journal • Write reflective entries about the experiences
<p>Fall Methods Block3: ED 408 & Methods Courses Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in their teaching field. Middle School – Grades 5-8 or 7-9 Competencies: <i>Content, Pedagogy</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Tutor or assist students in their teaching field (individualized or small group instruction) • Develop and teach lessons in their teaching field • Design assessments and use the data to plan instruction and monitor and measure student learning. • Use available materials and resources, including technology • Note professional development resources for teaching in these content areas • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught • Maintain a set of field notes with reflective journal entries 	<p>Spring Methods Block : ED 410 & Methods Courses Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in content areas. Secondary - High School P-12 – Middle or High School Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Develop and teach lessons (units) in their teaching field, integrating content across the curriculum • Design assessments and use data to plan instruction and monitor and measure student learning • Tutor or assist students in these content areas (individualized or small group instruction) • Use available school and community resources, including technology • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught. • Maintain a set of field notes with reflective journal entries
<p>ED 497 or ED 499 – Internship Focus: Candidates should demonstrate knowledge, skills, and dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

Block 1 Field Experiences

Courses: ED 301 & 305

Rationale: Candidates enrolling in their initial education courses bring with them uniquely personal perspectives about schooling defined by their own childhood school experiences. The overarching purpose of the field experience component in Block I is to provide the opportunity for the teacher candidate to switch lenses, to trade in the role of student participant for that of student researcher. In making this transition the teacher candidate is encouraged to view the schooling experience from a more critical stance, one that takes into account the relationship between schools and society and identifies how this relationship is reflected in the practices and artifacts of the K-12 classroom. At the same time, it is important for teacher candidates to reflect upon their ability to interact with individual children in school settings.

Courses: ED 301 – Introduction to Education, ED 305 – Foundations of Education, ED 308 – Educational Psychology

Candidate Competency Focus: Professionalism & Diversity

Placement: Huntsville City Schools (Title One schools), including University Place Elementary School (Study Buddy Program)

Candidate Outcomes:

- Compare and contrast the candidate’s personal schools and school cultures with those of assigned school
- Identify critical issues that relate to schooling
- Examine and reflect on personal attitudes about diversity
- Engage in reflection and self-evaluation about personal commitment to teaching

Expectations of the Assignment:

In addition to observing the interactions of the classroom teacher and his/her students during this initial school assignment, *we encourage classroom teachers to give the students a more active participatory role in the classroom – working with individual students, conducting or assisting with small group instruction, assisting with labs or learning centers, etc.* While the student may assist teachers in grading papers, assembling bulletin boards, distributing materials, they are not to be viewed as aides and assigned tasks that keep them from meeting expectations for the course.

Candidate Responsibilities:

- Arrange a time for your observations in collaboration with your mentor teacher.
- Be professional at all times.
- Adhere to school policies.
- Observe the teacher and students in your assigned classroom – teaching strategies and activities, student and teacher behaviors, lesson planning, classroom environment and management, etc.
- Participate and assist the teacher and students as agreed upon with your mentor teacher.
- Take notes documenting your observations; these notes will be used in writing your reflective papers.
- Interview your mentor teacher.
- Provide mentor teacher with appropriate forms:
 - Mentor Teacher Information Form

- Contract
- Checklist of activities
- Dispositions Assessment
- Field Experience Log of Hours
 - Keep a log of the hours you spend in the school; have your mentor teacher sign off after each visit.

Mentor Teacher Expectations:

- Assist the student in planning for his/her visits.
- Provide the student with information about your school (Handbook, etc.)
- Prove a place for your student to sit and/or work so he can observe your teaching and student learning.
- Encourage your student to actively participate in your classroom by assisting you and your students (help with lessons or labs, work with individual or small groups of students, etc.) See the attached list of possible activities.
- Introduce your student to your colleagues.
- Participate in the student's interview – share your beliefs, approaches to planning, teaching, assessment, classroom management, etc. We believe the interview will help our students gain a better perspective about issues related to teaching and learning in today's schools.
- Complete all forms provided by the UAH student:
 - Mentor Teacher Information Form – Sept. 8
 - Contract – Sept. 8
 - Field Experience Log of Hours – after each visit
 - Checklist of activities – Oct. 20
 - Dispositions Assessment – Oct. 20



College of Liberal Arts
 Department of Education
 NCATE Accredited

Morton Hall Rm. 2320K
 Huntsville, AL 35899
 Phone: 256-824-6180
 Fax: 256-824-2387



Dear Classroom Teacher:

Thank you for your willingness to participate in the Field Experience Program at UAH. Your assistance with this important phase of teacher education is greatly needed and much appreciated.

The teacher candidate whom you will supervise for the initial experience has indicated an interest in becoming a teacher. As one means for allowing this teacher candidate to explore that interest further, we require a period of observation in a school setting. This experience is intended to help the teacher candidate in verifying this career choice by increasing his/her understanding of the professional role of a classroom teacher, the context of schools, and the needs of teacher candidates. Therefore, we hope you will provide numerous opportunities for this prospective teacher to observe and participate with you and your colleagues. A list of possible experiences and activities is included in your packet.

Teacher Candidate Responsibilities	Mentor Teacher Expectations
1. Work with the teacher to schedule a time for your visits	1. Work with the UAH student to schedule an appropriate time for his/her visits.
2. Observe and assist the classroom teacher with lessons, assessments, and classroom routines. Work with small groups and/or individual students	2. Provide opportunities for the UAH student to participate/assist in classroom activities for small groups or individual students.
3. Interview the classroom teacher	3. Participate in the student's interview – share your beliefs, approaches to planning, teaching, assessment, classroom management, etc. We believe the interview will help our students gain a better perspective about issues related to teaching and learning in today's schools.
4 Demonstrate professional dispositions, attitudes and behaviors.	4. Evaluate UAH student's dispositions at the end of the assignment.
5. Abide by school policies	5. Communicate school policies through school handbook or other documents.
6. Provide mentor teacher with all necessary forms and documents. Secure his/signature as needed.	6. Complete the mentor teacher information form. Sign the student's time log after each visit. Sign off on the student's checklist of activities Complete student's dispositions evaluation

Please feel free to contact me at 824-2325 if you have any questions or concerns.

Sincerely yours,

Mary L. Piersma, Chair
 Department of Education



College of Liberal Arts
 Department of Education
 NCATE Accredited
NCATE
 The Standard of Excellence
 in Teacher Preparation

Morton Hall Rm. 232-K
 Huntsville, Alabama 35899
 Phone: 256-824-6180
 Fax: 256-824-2387
www.uah.edu

**Block 1 Field Experience Contract
 (ED 301 & 305)**

I, _____ (teacher candidate), have arranged to observe
 and participate at _____ (school)
 in the classroom of _____ (mentor teacher)
 from (time) _____ to _____
 on (day(s) of week) _____ of **each week**
 between the weeks beginning January 17 and ending April 15.

Each visit shall be a **minimum** of **3 hours** in length and I will complete a **minimum** of **40 hours** of observation and participation during the semester.

Teacher Candidate Signature: _____ **Date:** _____

Mentor Teacher: (Please initial the following statements to indicate your understanding).

- _____ I agree to the time schedule as outlined above.
- _____ I understand the teacher candidate’s assignment as described in the attached letter.
- _____ I have kept a copy of the letter and the signed contract.
- _____ I agree to complete the Mentor Teacher Information form and return it to the candidate by Jan. 31.
- _____ I agree to verify and initial the log-in and log-out times for the teacher candidate at the conclusion of each visit.
- _____ I agree to verify and sign the Checklist of Student Activities by March 30
- _____ I agree to complete the Candidate Dispositions Assessment and return the form to the candidate or send it to Dr. Piersma by March 30.
- _____ I understand that I may contact any of the university professors named in the information letter if I have questions, concerns, or need further information.
piersmam@uah.edu or philip.kovacs@uah.edu

Mentor Teacher Signature: _____ **Date:** _____

Mentor Teacher Email Address: _____

Block I Experience / Study Buddy Requirements

ED 308

Candidate Competencies: Diversity & Professionalism

Introduction to Study Buddy

All teacher candidates from the University of Alabama in Huntsville (UAH) who are taking the Educational Psychology class are required to participate in the Study Buddy Program at the University Place Elementary School as part of their course work. The teacher candidates are required to

- Complete **21-hours** of tutoring/mentoring in Study Buddy Program.
- Arrange a schedule for a **1-hour** observation with respective field experience teacher(s) in the study buddy's regular classroom. This hour is included in the **21** total hours required.
- Spend **ten** weeks each semester at University Place Elementary.
- Support the teachers by tutoring *1 or 2 (no more than 2)* children in reading **two** hours each week (*one hour two days a week*). For a total of **20** hours.
- Observe the selected student while participating in the student's classroom and over time (in consultation with the co-operating classroom teacher) develop a plan for helping the study buddy student.
- Keep a dated record of time in the classroom and have field experience teacher(s) sign and/or initial this form. You also have to sign in on the form which is provided by the University Place Elementary School.
- Write two reflective journal entries (See the next page for details)
- Complete a journal summary of a reading research based article (See next page for details)
- Develop a field experience paper. (See the last page for details)

As guest at the school, please follow the school policies with regard to parking and checking in and out at the main office. Carry appropriate identification (UAH Student ID), and follow school policies for professional dress and conduct.

Expected outcomes and corresponding Teacher Candidate Competencies

- You should be able to exercise reflective thinking by relating various perspectives that are represented by theorists to yourself as a learner and a prospective teacher. (Professionalism)
- You should be able to discuss and apply the various concepts learned in class and recognize examples in everyday learning and instructional practice. (Pedagogical Expert)
- You will demonstrate how one can create a learning environment where all students can learn. (Diversity)
- You will complete the required field experience. (Professionalism)
- You will develop effective communication skills to work with students and other teachers. (Communication)

Dated Log of Observations

The time logs for observations are located on the education departments' webpage so that you can download it to document your time in the classroom. You are required to keep a dated record of your time in the classroom and have your field experience teacher(s) sign and/or initial this form. You will be expected to submit two copies (the signed copy from each week, and a printed copy with your total times) of this form with your field experience paper. The original will be returned back to you and should be kept in your portfolio to be included with your application for student teaching. **(Due with the paper November 8, 2011)**

Note: There is another sign in sheet at University Place Elementary School. Each day you will need to sign in on the Study Buddy form which is provided at the office when you arrive at the school to tutor.

Reflective Journals

You are expected to reflect on your field experiences. Becoming reflective is about **making meaning** from experiences. Your reflections should be written in ways that go beyond just retelling. Connect concepts and themes you learn from this class to your tutoring experience and observations. Webster's dictionary defines *reflect* as "to think seriously; contemplate; ponder." I hope that through this exercise you will become a thoughtful individual who assumes responsibility for your own learning and evaluates the merits and shortcomings of your products and performances.

- For this assignment, 2 journal entries are required (**10 pts each**. The two grades will be averaged for a total of **10 points** of your total field experience grade). The first one is due on **September 13th** at the beginning of the class. The second one is due on **September 27th** at the beginning of the class. You will lose one point **per day each day** your journal entry is late. Each journal entry should be typed, double-spaced, 12-point font, at least one page but no more than two pages. Otherwise, it will be returned back to you and a zero will be assigned.
- **Reflective Journal One:**
 1. Who is your study buddy?
 2. What have you observed about him/her in and out of the classroom?
 3. What stage of cognitive development do you think your study buddy is in? Explain
 4. What is your study buddy's academic, social or emotional difficulty?
- **Reflective Journal Two:**
 1. What changes have been identified with your study buddy?
 2. What challenges have you faced working with him/her?
 3. What strategies have you employed? Have they worked? Explain
 4. What plan do you have for continuing?

Block 2 Field Experiences

Courses: ED 309, 430, EDC 301, 311

Rationale: As candidates expand their thinking about teaching and learning, it is important that they hone their observation skills and assume a more active participatory role in the classroom. They will focus on different characteristics of individual learners, elements of teacher effectiveness, teaching strategies and instructional models, and creating/managing a safe, supportive classroom environment.

Courses: ED 309 - Classroom and Behavior Management, ED 430 - Applied Multiculturalism, EDC 301 - Introduction to Exceptional Children, and EDC 311 - Instructional Strategies

Competencies: Diversity and Critical Thinking

Placement: Madison County Schools (rural setting)

General Requirements:

The Alabama State Department of Education requires 200 hours of field experiences prior to the student teaching internship. In this block of three courses, you will complete a **minimum** of 50 hours at your school assignment. The school assignment will be made by the Education Office. As a guest at the school, please follow the school policies with regard to parking and checking in and out at the main office. Carry appropriate identification (UAH Student ID), and follow school policies for professional dress and conduct.

With your mentor teacher, arrange a schedule for your field experience times. You should arrange to be in the school for a **minimum of three hours each time you visit**. Your role in the classroom is to be participatory, so please discuss with your teacher what participatory role you might have.

Learning Outcomes:

- Identify various characteristics and learning styles of the students
- Identify ways in which the learning needs of individual students are met
- Identify the important elements of teacher effectiveness
- Identify critical social issues such as inclusion and diversity and the ways they are manifested in the classroom
- Identify teaching strategies and instructional models used by the classroom teacher
- Identify classroom management strategies
- Connect concepts & themes discussed in classes and in your texts and journal readings to the real world of the classroom

Record of Classroom Visits

A form will be provided for you to use to document your time in the classroom. You must keep a dated record of your time in the classroom. You will submit 2 copies of the form (1 handwritten and 1 electronic) with your observation paper. Each time you visit the classroom, fill in the date, your arrival and departure times, the code for your activities, and have your mentor teacher initial the form. You will then electronically enter this information into the second form. One form will be returned to you to guard with your life because you must submit these time logs with your application for student teaching. **In order to get full points for the time logs, one of them must be completed electronically!!!!!!!!!!!!**



College of Liberal Arts
Department of Education
NCATE Accredited
NCATE
The Standard of Excellence
in Teacher Preparation

Morton Hall Rm. 232-K
Huntsville, Alabama 35899
Phone: 256-824-6180
Fax: 256-824-2387
www.uah.edu

Dear Principals and Mentor Teachers,

In accordance with Alabama State Department of Education regulations, teacher candidates from the University of Alabama in Huntsville (UAH) are required to complete an observation/practicum experience as part of their course work during each of their semesters of study. The teacher candidates will be assigned to your classrooms for **ten consecutive weeks**, for a **minimum of 3 hours** per visit, with **total hours no less than 50**. They will report to you on the same day(s) and time(s) each week. The day and time should be agreed upon by both you and the candidates (based on candidates' course schedules and your schedule).

The purpose for this letter is to describe the observation/practicum requirements for the pre-professional block of courses which includes EDC 301, *Teaching the Exceptional Child*, EDC 311, *Instructional Strategies for Inclusive Classrooms*, and ED 309, *Classroom Management*.

For this block, the candidates are required to:

1. Arrange a **schedule** for observation/participation times with mentor teachers.
2. Plan a **participatory role** in the classroom with mentor teacher's guidance.
3. Develop a **case study** of a student who is in **one** of the following categories:
 - a. an identified special needs student who has an IEP
 - b. an ELL student
 - c. a student who is perceived to be at-risk for academic difficulty or behavior problems
4. **Observe** the selected student in the regular classroom and in at least one other setting. **Work one-on-one** or in a **small group setting** with the selected student in addition to generally participating in the assigned classroom, and as otherwise assigned by the mentor teacher.
5. Keep a dated record of time in the classroom and have mentor teacher(s) **sign and/or initial this time log each time a visit is made**.
6. Provide the mentor teacher with a **disposition rating form** and ensure that the completed form is returned to UAH. If the candidate is assigned to more than one teacher, only one disposition evaluation is required, preferably completed by the teacher with whom the candidate spent the most time.

Our teacher candidates understand and will respect the rules of confidentiality regarding the identity and characteristics of the students. Please share as much information as you are able regarding the teacher candidate's case study student.

Thank you for your assistance and your cooperation with our future teachers. The time they spend with you in the school setting is a valuable part of their pre-service experiences. If you have any questions, please feel free to contact any of us at 824 – 6180.

Sincerely,

Dr. Monica L. Dillihunt, Dr. Jason O'Brien, & Dr. Derrick Smith

Assistant Professors

UAH – Department of Education

Mentor teacher and teacher candidate: Please complete the form on the following page.



College of Liberal Arts
Department of Education
NCATE Accredited
NCATE
The Standard of Excellence
in Teacher Preparation

Morton Hall Rm. 232-K
Huntsville, Alabama 35899
Phone: 256-824-6180
Fax: 256-824-2387
www.uah.edu

Block 2 Field Experience Contract (ED 309, EDC 301, EDC 311)

I, _____ (teacher candidate), have arranged to observe
and participate at _____ (school)
in the classroom of _____ (mentor teacher)
from (time) _____ to _____
on (day(s) of week) _____ of **each week**
between the weeks beginning ____ and ending ____.

Each visit shall be a **minimum of 3 hours** in length and I will complete a **minimum of 50 hours** of observation and participation during the semester.

➔ **Teacher Candidate Signature:** _____ **Date:** _____

Mentor Teacher: (Please initial the following statements to indicate your understanding).

- _____ I agree to the time schedule as outlined above.
- _____ I understand the teacher candidate’s assignment as described in the attached letter.
- _____ I have kept a copy of the letter and the signed contract.
- _____ I agree to verify and initial the log-in and log-out times for the teacher candidate at the conclusion of each visit.
- _____ I understand that I may contact any of the university professors named in the information letter if I have questions, concerns, or need further information.
dillihm@uah.edu, jason.obrien@uah.edu, and derrick.smith@uah.edu

➔ **Mentor Teacher Signature:** _____ **Date:** _____

➔ **Mentor Teacher Email Address:** _____

Teacher Candidate:

1. Return one completed and signed contract to:
Dr. Dillihunt, Dr. O’Brien, or Dr. Smith on or before _____.
2. Leave letter and one completed and signed contract with Mentor Teacher.

Elementary Methods Blocks 3 & 4: Field Experience Requirements

Fall Semester	Spring Semester
ED 315 - Educational Evaluation and Assessment (Dr. O'Brien) ED 373 - Teaching Science in Elementary Schools (Dr. Enger) ED 374 - Teaching Math in Elementary Schools (Dr. Smith) ED 375 - Teaching Reading in Primary Grades (Dr. Piersma) OR ED 405 - Reading Strategies in Intermediate Grades (Dr. Nelson)	ED 371 - Teaching Language Arts - Dr. Pritchard ED 372 - Teaching Social Studies - Dr. O'Brien ED 375 - Teaching Reading in Primary Grades (Dr. Piersma) OR ED 405 - Reading Strategies in Intermediate Grades (Dr. Nelson)

Dear Students:

In response to an Alabama State Department of Education requirement for significant field experiences, the Department of Education requires a minimum of 200 hours of field experiences prior to the student teaching internship. In this methods block of courses a minimum of one day per week of field experience is expected. The Education Office will make the school assignment for your field experiences. As a guest at the school, please follow the school policies with regard to parking and checking in and out at the main office. Carry appropriate identification (UAH Student ID), and follow school policies for professional dress and conduct.

With your mentor teacher, you should plan a time schedule for your field experiences. Plan the schedule for a minimum of three hour blocks of time so that you, with the prior approval of the mentor teacher, have a participatory role in the classroom. With a planned schedule the mentor teacher knows when you can be expected, and this facilitates your classroom involvement.

Weekly Visits:

Candidates should schedule the equivalent of one full day per week to visit your assigned classroom. Because you will be asked to observe reading, language arts, and social studies, it is important that you plan to spend morning and afternoon time in your classroom each week.

Intensive One-Week Participation/Teaching Component:

Faculty (O'Brien, Pritchard, Piersma, Nelson) have agreed to set aside campus-based methods classes for elementary education majors for the week of Mar. 7-11. Instead of coming to campus on Tuesdays and Thursday of this week, you have the opportunity to observe and participate in continuous, connected lessons from Monday the 11th through Friday the 15th. You should plan to spend at least 4 days during this week in your school. The week is in addition to the day(s) you have previously contracted to attend your respective school.

Record of Classroom Visits- Field Experience Logs (Collected by Dr. O'Brien)

The time log you should use to document your time in the classroom can be downloaded from ANGEL. Please keep a dated log that includes the time spent in the classroom per each classroom visit and the nature of your involvement. Remember to have your mentor teacher sign and/or initial this form after each visit.

- Submit the signed time log and an electronic copy at the end of the semester, but make a copy of the signed time log for your own records and keep the electronic in a file with all other F.E. logs. The signed log will be kept in your UAH Education file.

Field Notes:

For these methods block classes, you are expected to keep a detailed set of field notes for your experiences. Use professional language in your notes, and remember that your field notes may be reviewed by your classroom teacher if s/he wishes to read them. Do not use students' actual names in your notes, and remember to maintain student confidentiality in your notes and in any discussions outside the classroom. Your notes should be dated and should be available upon request to the UAH faculty for ED 371, 372, and 375 or 405. You will be expected to submit your field notes for review on _____ (TBA).

Reflections/Connection:

You are expected to reflect upon your field experiences. What in these experiences do you note that challenges you? Why are these challenges? What do you find rewarding and why? Does what you are seeing and doing validate your choice of career? How does what you have learned or are learning in your education courses mesh with what you see in the “real” world? Think and write in ways that go beyond just simply retelling. Becoming reflective is about making meaning from experiences, and without reflection, we might argue that a person has not really learned anything. Again- reflection is not just retelling!

Field Experience Papers: Field experience papers will be tailored to the goals and objectives of each course. Each instructor will provide you with a description and evaluation rubric for their paper.



College of Liberal Arts
Department of Education

Morton Hall Rm. 232-K
Huntsville, Alabama 35899
Phone: (256) 824-6180
Fax: (256) 824-2387

Dear Principals and Teachers:

Thank you for agreeing to host UAHuntsville teacher education candidates in your classrooms. We are grateful for your support of UAHuntsville and of our individual students. The students coming to your school this semester are enrolled in their first or second semester of methods courses; they are eager to learn from your teachers and to participate in their classrooms.

In accordance with the Alabama State Department of Education regulations, teacher candidates from The University of Alabama in Huntsville (UAH) are required to participate in observation and practicum experiences as part of their course work during each of their semesters of study. Teacher candidates coming to your school will spend the equivalent of one day each week (minimum of 50 hours) observing, assisting, and meeting course requirements in your classrooms. In addition to the weekly visits, the UAH students will also be at your school for at least 3.5 days during the week of October 17-21; this will give them a more in-depth experience as they observe/participate in the ongoing day-to-day teaching and learning activities in your classrooms.

The purpose of this letter is to describe the requirements for this semester's methods courses.

<i>Expectations of UAH teacher candidates</i>	<i>Expectations of mentor teachers</i>
1. Work with the teacher to schedule a time for your visits (the equivalent of one day per week).	1. Work with the UAH student to find an appropriate time for his/her visits.
2. Observe and assist the classroom teacher with lessons, assessments, and classroom routines. Work with small groups and/or individual students	2. Provide opportunities for the UAH student to participate/assist in classroom activities for small groups or individual students.
3. Plan, teach and assess <u>small group and whole class lessons</u> in reading, language arts, and social studies. Seek teacher input when planning the lesson.	3. Provide opportunities for the UAH student to plan and teach <u>small group and whole class lessons</u> . In math, science, and reading . Review the student's lesson plan before it is taught and provide feedback as needed.
4. Ask the classroom teacher for feedback and an evaluation of the lessons you teach.	4. Evaluate the UAH student's teaching performance using the assessment provided.
5. With prior approval from the parent, work with a selected child, using data from specific assessments to guide instruction.	5. Assist the UAH student in selecting an at-risk student to work with and securing parent approval for the UAH student to administer assessments and plan instruction to support the child's learning.
6. Demonstrate professional dispositions, attitudes and behaviors.	6. Evaluate UAH student's dispositions at the end of the assignment.
7. Adhere to all school policies	7. Communicate school policies through school handbook or other documents.

Our teacher candidates understand and will respect the rules of confidentiality regarding the student information. Thank you for your assistance and cooperation with our future teachers. The time they spend with you in the school setting is a valuable component of their pre-service experiences. If you have any questions, please feel free to contact any of us at 824 – 6180.

Sincerely,

Sandy Enger, Georgina Nelson, Jason O'Brien, Derrick Smith, Mary Piersma
UAH Department of Education Faculty



College of Liberal Arts
Department of Education

Morton Hall Rm. 232-K
Huntsville, Alabama 35899
Phone: (256) 824-6180
Fax: (256) 824-2387
<http://www.education.uah>.

Elementary Education Methods Blocks Field Experience Contract

I, _____, have arranged to be in your school, _____
in the classroom of _____
on (day of week) _____ (equivalent of one day a week)
from (time) _____ to _____
between the weeks beginning _____ and ending _____
including at least 3.5 days during the week of _____

Teacher Candidate Signature: _____ **Date:** _____

Mentor Teacher: (Please initial the following statements to indicate your understanding).

- _____ I agree to the time schedule as outlined above.
- _____ I understand the teacher candidate’s assignment as described in the attached letter.
- _____ I have kept a copy of the letter and the signed contract.
- _____ I agree to verify and initial the log-in and log-out times for the teacher candidate at the conclusion of each visit.
- _____ I understand that I may contact any of the university professors named in the information letter if I have questions, concerns, or need further information.
engers@uah.edu, jason.obrien@uah.edu, gnelson@alsde.edu, piersmam@uah.edu, or derrick.smith@uah.edu.

Mentor Teacher Signature: _____ **Date:** _____

Mentor Teacher Email Address: _____

Teacher Candidate:

1. Return one completed and signed contract to: Dr. O’Brien on or before _____
2. Leave letter and one completed and signed contract with Mentor Teacher.

Secondary Methods Blocks 3 & 4 - Field Experience Requirements

ED 408 - Content Area Reading
ED 410 - Foundations of Educational Evaluation
ED 421 - Teaching English Language Arts in Middle and High Schools
ED 422 - Teaching Math in Middle and High Schools
ED 423 - Teaching Science in Middle and High Schools
ED 424 - Teaching Social Studies in Middle and High Schools

The state of Alabama requires 200 hours of field experiences prior to the student teaching internship. The assignment of a school for your field experiences will be made by the Education Office. Each semester, students are expected to complete a minimum of 50 hours at their assigned schools, with each visit being a minimum of 3 hours in length. Once the field placements have been made, please make contact with the school and the mentor teacher so that you can arrange a schedule for the field experiences.

As guest at the school, please follow the school policies with regard to parking and checking in and out at the main office. Carry appropriate identification (UAH Student ID), and follow school policies for professional dress and conduct.

With your mentor teacher, arrange a schedule for your field experience times. We recommend that you schedule at least three hour time blocks so that you might, with the approval of the mentor teacher, have a participatory role in the classroom.

Record of Classroom Visits:

A form will be provided for you to use to document your time in the classroom. Please keep a dated record of your time in the classroom and have your mentor teacher sign and/or initial this form. You will be expected to submit this form with your field experience paper. This form becomes a part of your education file at UAH.

Field Notes:

You are expected to keep a detailed set of field notes for your experiences. Your field notes may be reviewed by your classroom teacher if s/he wishes to read them. Do not use students' actual names in your notes, and remember to maintain student confidentiality in your notes and in any discussions outside the classroom. Your notes should be dated and be available upon request to either your mentor teacher or your professor. You will be expected to submit your field notes when you submit your field experience paper.

Reflective Entries:

You are expected to reflect upon your field experiences as appropriate for each specific methods course.. What in these experiences do you note that challenges you? Why are these challenges? What do you find rewarding and why? Does what you are seeing and doing validate your choice of career? How does what you have learned or are learning in your education courses mesh with what you see in the "real" world? Work to write in ways that go beyond just retelling. Becoming reflective is about making meaning from experiences.

Field Experience Paper and Evidentiary Material: Due _____

UAHuntsville

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

College of Liberal Arts
Department of Education

Morton Hall Rm. 232-K
Huntsville, Alabama 35899
Phone: (256) 824-6180
Fax: (256) 824-6818

Dear Classroom Mentor Teachers:

All teacher candidates from The University of Alabama in Huntsville (UAHuntsville) are required to participate in observation and practicum experiences as part of their course work during each of their semesters of study. The UAHuntsville students should arrange agreed upon participation times with their classroom mentor teachers. The purpose of this letter is to communicate observation and practicum guidelines for the Spring 2012 courses. These courses include *Ed 408 - Teaching Reading in Content Areas*, *ED 410–Foundations of Educational Evaluation* and *ED 421–Teaching English in the Middle and High Schools*, *ED 422 - Teaching Math in Middle and High Schools*, *ED 423 - Teaching Science in Middle and High Schools*, or *ED 424 - Teaching Social Studies in Middle and High Schools*

With prior teacher approval, the candidates are expected to participate in classroom activities such as the following:

- 1) Arrangement of a schedule for observation times with the respective mentor teacher(s). If possible, we would like UAHuntsville students to observe a variety of teachers, as teachers typically employ have different methods and teaching styles.
- 2) With the approval of the mentor teacher, the student should have participatory roles in the classroom. Examples might include-
 - o Observing and assisting the mentor teacher with lessons, assessments, and classroom routines
 - o Working with students individually and/or in small groups
 - o Teach lessons and develop assessments in their specific discipline
- 3) UAHuntsville students are required to maintain a dated record of times and the nature of classroom activities. We ask that the mentor teacher sign and/or initial this form.
- 4) UAHuntsville students are required to adhere to all school policies.

Our teacher candidates understand and will respect the rules of confidentiality regarding both the students and faculty. We also would like the mentor teacher to complete a dispositions evaluation for the teacher candidate. Thank you for your assistance and cooperation with our future teachers. The time they spend with you in the school setting is a valuable component of their pre-service experience. If you have any questions or concerns, please contact the Education Department office at 256-824-6180.

The candidate, _____, has agreed to be in your school/class from _____ to _____ on _____(days).

Best Regards,

Sandra Enger, Philip Kovacs, Jason O'Brien, Erica Slate-Young
UAHuntsville Department of Education Faculty
Spring 2012

Appendix

FIELD EXPERIENCE MENTOR TEACHER INFORMATION FORM

Teacher Candidate: _____ Major: _____

Please complete this form and have your teacher candidate return it to the UAH Department of Education by the end of the second week of the field experience assignment.

Name: _____ Semester: _____
first name last name

School: _____ System: _____

Email Address: _____ School Phone: _____

Is your school a Title I school? _____ yes _____ no Grade/Subject: _____

Gender: _____ M _____ F

Ethnicity: Please check one of the following:
 Hispanic or Latino Non-Hispanic

Race: Please check one or more of the following:
 Black or African American White Asian Asian Pacific Islander
 Native Hawaiian or Other Pacific Islander American Indian or Native Alaskan

Degree, major, and certificate:

Degree	Subject Area (Major)	Certificate (Class B, A, AA)
Bachelor's degree		B
Master's degree(s)		A
		A
		A
Advanced degree Ed. S.		
Advanced degree Ph .D. or Ed. D.		

National Board Certified Teacher: _____ No _____ Yes _____ Year

Professional Experience:

In state: Number of Years: _____

Out of state: Number of Years: _____

Signature

Date

**DEPARTMENT OF EDUCATION
THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**
Mentor Teacher's Evaluation of Candidate's Professional Dispositions

Teacher Candidate: _____ Date: _____

Mentor Teacher: _____ Grade/Subject: _____

School: _____

UAHuntsville teacher education faculty routinely monitor the professional dispositions of our pre-service teachers so that we may provide appropriate feedback and support as the candidates work to enhance their professional dispositions. Please be candid in your assessment as you complete and return this brief evaluation of the UAHuntsville teacher candidate's professionalism. Thank you.

Rating Scale

Exceptional---Satisfactory--Needs Improvement--Unsatisfactory
4-----3-----2-----1

Professional Dispositions

Rating

- | | | |
|--|-----|---------------------|
| <p>1. Intellectual Curiosity -----
Asks thoughtful questions about classroom instruction and routines;
seeks to expand content knowledge and encourages students to do the same</p> | 1. | 4-----3-----2-----1 |
| <p>2. Respects all learners -----
Relates well to all students; demonstrates respectfulness</p> | 2. | 4-----3-----2-----1 |
| <p>3. Multicultural Sensitivity -----
Sensitive to cultural, ethnic and economic differences
and their impact on student learning</p> | 3. | 4-----3-----2-----1 |
| <p>4. Initiative -----
Resourceful about identifying and meeting student needs without prompting</p> | 4. | 4-----3-----2-----1 |
| <p>5. Flexible -----
Appropriately adapts to unexpected occurrences</p> | 5. | 4-----3-----2-----1 |
| <p>6. Interactions with Others -----
Initiates positive interactions with students, faculty, peers, and others</p> | 6. | 4-----3-----2-----1 |
| <p>7. Tact and Judgment -----
Perceives what to do in order to maintain good relations with others
and acts accordingly</p> | 7. | 4-----3-----2-----1 |
| <p>8. Reliable and Dependable -----
Attends to tasks or duties without prompting</p> | 8. | 4-----3-----2-----1 |
| <p>9. Oral Communication -----
Well-spoken; listens well and responds appropriately</p> | 9. | 4-----3-----2-----1 |
| <p>10. Written Communication -----
Expresses ideas clearly with no mechanical or grammatical errors</p> | 10. | 4-----3-----2-----1 |
| <p>11. Attendance and Punctuality -----
Follows contract schedule for attendance and is on time</p> | 11. | 4-----3-----2-----1 |
| <p>12. Professional Appearance -----
Follows appropriate dress code</p> | 12. | 4-----3-----2-----1 |

Based on your interactions with this candidate, what is your recommendation regarding this person's admission to the teacher education program?

- _____ fully support
 _____ support with reservations
 _____ do not support

Mentor Teacher Signature: _____

Comments may be added on the back. Please return this form to Dr. Mary Piersma via the teacher candidate or by mail: Dr. Mary Piersma, UAHuntsville, 243 Morton Hall, Huntsville, AL, 35899.

SAMPLE PERMISSION LETTER FOR PHOTOGRAPHS AND VIDEOTAPES

Date _____

Dear Parent/Guardian,

My name is _____. I am a student teacher candidate from The University of Alabama in Huntsville. Throughout the next (provide time span) weeks, I will be working with _____. I will be taking pictures and/or videos of a variety of classroom activities to represent teaching experiences this semester. As part of my teacher education program requirements, I am expected to develop an electronic teaching portfolio. I would like to include pictures and/or videos of classroom activities in my portfolio and webpage. I would appreciate your permission to use items that may include your child.

The pictures and/or videos would be included in my electronic portfolio to provide evidence of my ability to meet state and university standards and would “bring to life” the documents I present in my professional portfolio. All students will remain anonymous and all documentation would remain my personal property only to be used for educational purposes associated with the teacher education program and my professional teaching portfolio.

Please check the appropriate statement, sign, and return the letter to: _____
mentor teacher’s name.

____ I grant permission for my child to be photographed and/or videotaped for educational purposes and for the photographs to be included in the candidate’s final project. I understand that the photos, which will be used for educational purposes only.

____ I do not give permission for my child to be photographed for any reason.

____ I do not give permission for my child to be videotaped for any reason.

Student’s Name _____

School _____

Teacher’s Name _____

Signature of parent/guardian _____ Date _____

Sincerely,

Name: _____

UAH Teacher Candidate

RELEASE AND INDEMNIFICATION FORM (Permission to use or post work)

1. I hereby affirm that I am age 19, or older, and that, either on my own or as a part of a group project for an assignment in the Education Department of the University of Alabama in Huntsville (UAH), I created the course document(s) listed in paragraph 2, below, in front of which I have placed my initials, as well as any additional documents listed.

_____Candidate Portfolios

_____ Student Work Samples

Additional Document(s)_____

(Fill in additional documents in the space above. If there are none, write "None.")

2. I hereby authorize the UAH Education Department to use, for so long as it may wish to do so, the above-listed document(s) (or my portion of them) in its course materials (in whatever form published) and/or Web sites for any classes the Department currently is offering or will offer in the future. I understand that such Web sites may be freely accessible by anyone with Internet access.
3. Further, I authorize the Department to edit the above listed document(s) (or my portion of them) as it may deem appropriate if the documents are published as a part of course materials (in whatever form published) or published on any Web site.
4. I hereby represent and warrant that (a) I created the documents set out in paragraphs 2, above; (b) that to the best of my knowledge these documents (or my contribution to any jointly produced document) do not violate the copyright of text, photographs, graphic elements, audio, video, or other intellectual property interests of any party; and (c) that I have the authority to grant this authorization.
5. I further hereby release absolutely, forever discharge, and covenant not to sue The Board of Trustees of the University of Alabama and its officers, employees, and agents of the said Board and/or any of its constituent institutions from and concerning all liability, losses, claims, demands, actions, debts, and expenses of every name and nature for any damages arising out of the use of the above-listed documents whether such use is in course materials or incident to the electronic archival, storage, and publication on the Internet of those documents.
6. Finally, I understand that I will receive no payment of any kind in exchange for the use of my document(s).

(Date)

(Phone Number)

Print Name _____

Address _____

Signature _____

Please initial one of the following:

_____ I *would like* for my real name (as it is printed above) to appear on the published version of the document(s).

_____ I *do not want* my real name to appear in the published document and request that a fictitious name to be used.