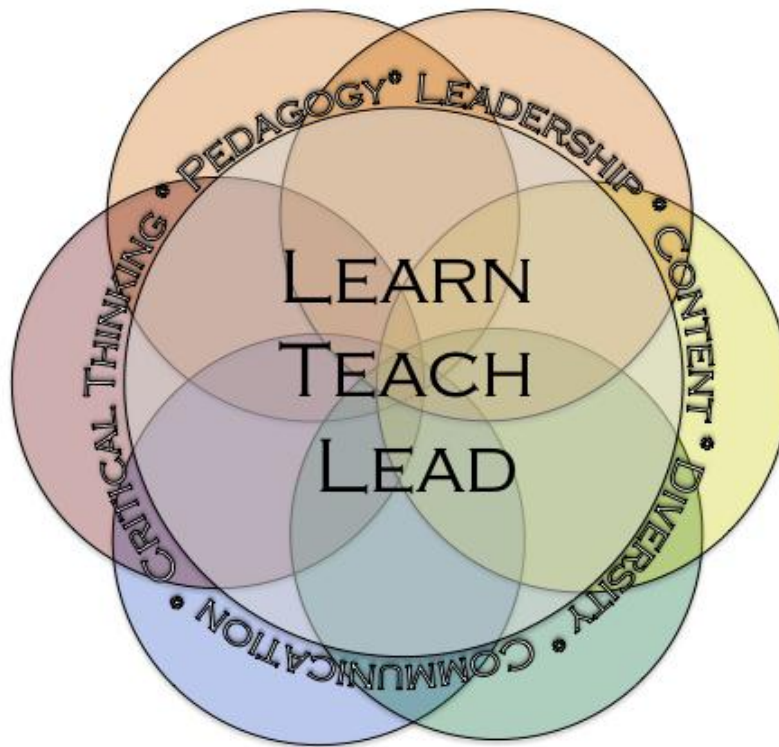


# Field Experience Guidelines for Alternative Master's Candidates



## 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](http://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 until they assume full responsibility for teaching and learning during the internship. 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 to 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. The number of field experience hours expected each semester will depend upon the number of courses candidates are enrolled in; however, candidates should expect approximately 20-25 hours per course. As candidates move from simply observing, participating and tutoring students during Semester 1 experiences to teaching small group and whole class lessons during the following semesters, 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.

To facilitate the progress of full time and part time graduate candidates, the competencies have been aligned with specific courses; courses have not been organized according to a block schedule as is the case for the undergraduate program. The following table represents the competency focus of each course.

Courses	Competency Focus
ED 301 – Introduction to Education	Diversity and Professionalism
ED 530 - Applied Multiculturalism	Diversity and Critical Thinking
ED 593 – Introduction to Exceptional Children	Diversity and Critical Thinking
ED 604 – Contributions of Psychology to Education	Diversity and Critical Thinking
ED 609 - Classroom and Behavior Management	Critical Thinking and Pedagogy
ED 607 – Educator as Evaluator	Content and Pedagogy
ED 608 – Content Areas Reading	Content and Pedagogy
Subject Specific Methods Courses:	
ED 521 - Teaching Language Arts in Middle and High Schools	Content, Pedagogy, and Critical Thinking
ED 522 - Teaching Math in Middle and High Schools	Content, Pedagogy, and Critical Thinking
ED 523 - Teaching Science in Middle and High Schools	Content, Pedagogy, and Critical Thinking
ED 524 - Teaching Social Studies in Middle and High Schools	Content, Pedagogy, and Critical Thinking

At all levels, candidates will be expected to demonstrate increasing competency as *Communication and Professionalism*. Candidates enrolled in the internship and seminar—will be expected to demonstrate their abilities in all competencies as a high level.

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.

**\*\*\*Candidates must keep a copy of the field experience log in their portfolio. A copy of all verified field experiences is required at the time of application for student teaching.**

## Field Experience Guidelines for Graduate Education Candidates

<p>Semester 1: ED 301</p> <p>Focus: Candidates will observe and assist a teacher in a diverse school setting. They should focus on the school and the community it serves.</p> <p>Placement: Huntsville City Title 1 (urban) Middle Schools</p> <p>Competencies: <i>Diversity and Professionalism</i></p> <p>The candidate will:</p> <ul style="list-style-type: none"> <li>• Observe and assist a classroom teacher in their teaching field.</li> <li>• Document the field experiences in a set of field notes and daily journal</li> <li>• Write reflective entries about each day's experiences.</li> </ul>	<p>Semesters 2/3: ED 530, 593, 604</p> <p>Focus: Candidates will observe and assist a teacher in a rural high school setting. They should focus on the learners and creating/managing a safe, supportive classroom environment.</p> <p>Placement: Madison County or Madison City High Schools</p> <p>Competencies: <i>Diversity, Critical Thinking</i></p> <p>The candidate will:</p> <ul style="list-style-type: none"> <li>• Observe and assist a classroom teacher in their teaching field</li> <li>• Tutor or assist at risk learners (a minimum of 10-15 hours)</li> <li>• Document the field experiences in daily journal</li> <li>• Write reflective entries about the experiences</li> </ul> <p>*A minimum of 20-25 hours of field experience for each course.</p>
<p>Semesters 3/4: ED 606, 607, 608; ED 521, 522, 523, or 524</p> <p>Focus: Candidates should observe and assist a teacher in an ARI/AMSTI middle school setting. They should focus on supporting, teaching, and assessing students in reading, math, and science.</p> <p>Placement: Varied Middle or High School</p> <p>Competencies: <i>Content, Pedagogy, and Critical Thinking</i></p> <p>The candidate will:</p> <ul style="list-style-type: none"> <li>• Observe and assist the teacher in their assigned school</li> <li>• Tutor or assist students in their teaching field (individualized or small group instruction)</li> <li>• Develop and teach lessons in their teaching field</li> <li>• Design assessments and use the data to plan instruction and monitor and measure student learning.</li> <li>• Review available materials and resources, including technology</li> <li>• Note professional development resources for teaching in these content areas</li> <li>• Participate in professional development activities</li> <li>• Engage in self-evaluation and reflection on lessons taught</li> <li>• Maintain a set of field notes with reflective journal entries</li> </ul> <p>*A minimum of 20-25 hours of field experience for each course.</p>	
<p>ED 698</p> <p>Focus: Candidates should demonstrate knowledge, skills, dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

## Alternative Graduate Program Field Experience Placements & Assignments

Level of Field Experiences	Placements	Assignments 50+ hours per semester
ED 301 Fall or spring semester  <b>Competency Focus:</b> Diversity & Professionalism	Huntsville City Schools ( <b>urban Title I</b> placements) Middle schools	Observe & assist teacher
Fall Courses: ED 607, 608 ED 521 – EHLA ED 522 – Math  <b>Competency Focus:</b> Content Pedagogy: Teaching, Assessing, Managing	Madison City Schools ( <b>suburban</b> placements) High schools	Observe & assist teacher Develop and teach lessons Design assessments to measure & monitor student learning
Spring Courses: ED 593, 604 ED 523 – SCI ED 524 – Soc. St.  <b>Competency Focus</b> Diversity Content Pedagogy: Teaching	Madison County Schools ( <b>rural</b> placements) Middle schools	Observe & assist teacher Tutor or assist students in small groups or individual settings Develop a case study based on observations and work with child Develop and teach lessons
Additional Fall &/or Spring semesters as needed	Coursework and placements will vary depending on courses taken.	
Internship	Open Middle & High School Placements	Observe, participate and teach Must complete 20 days of full time teaching

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

## **Block 1 Field Experiences**

### **Course: ED 301**

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

Candidate Competency Focus: Professionalism & Diversity

Placement: Huntsville City Schools (Title One schools)

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.)
- Provide 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 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. 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  
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The Standard of Excellence  
in Teacher Preparation

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### Block 1 Field Experience Contract (ED 301)

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](mailto:piersmam@uah.edu) or [philip.kovacs@uah.edu](mailto:philip.kovacs@uah.edu)

**Mentor Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor Teacher Email Address:** \_\_\_\_\_

## Professional Core

<p><b>ED 593 - Teaching Exceptional Children</b> <b>ED 604 - Psychological Principles of Teaching</b> <b>ED 606 - Classroom and Behavior Management</b> <b>ED 607 - Educator as Evaluator</b></p>
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**A description of sample field experience assignments is listed below.**

### **ED 593**

Candidates will be assigned to a classroom for observation and participation. The students are required to complete a minimum of 25+ hours (for one course) or 50+ hours (for two or more courses). The purpose of the assignment is to encourage students to make sense of their observations and to make connections between their field experiences and their course content. To show what they have learned, students will create a visually-based presentation that includes a description of the placement, the types of activities participated in, positive and challenging aspects of the classroom. In addition, students will be required to develop a plan to address the challenges identified.

### **ED 604 - Field Experience & the Related Assignments**

The requirement of **25** (*if taking one course*) – **50+ hours** (*if taking two or more courses*) of field experience for this class is necessary to meet the standards for teacher licensure in the State of Alabama. I do hope this experience will be a valuable component of this course. The Field Experience will be broken into **two** parts. This is my thinking in trying to make a meaningful field experience project: This course generally involves a consideration of how human learning has been described, of the variables that influence learning, and of the ways in which learning is manifested. Thus, my primary objective for **Part I (50 points)** of this project is that you strive to become aware of the complexity of influences that emerges when learning is taking place. I am not looking for a traditional controlled experiment of learning--these typically are designed to examine one (or very few) variables and to control away all other complexities involved. Instead, I am interested in **an informal but systematic observation of what learning is like in a single case**. I want you to **describe your observations and to theorize about why what you observed occurred, supporting your reasoning with specific evidence from your observations**. The source for your theoretical analysis will be the literature and constructs from class. So cite research and theories in your paper.

#### **Part I (50 points)**

Here are some general guidelines to follow in accomplishing this task:

- **Choose an appropriate learning situation.** Note: You will choose one student from the class in which you will be completing your field experience. Because we are interested in a rich description of learning, you will need to be clever about getting your subject to reveal what is going on as he/she learns. Those who are already teaching can choose a student in his or her own classroom.
- **Note the learning episodes.** Note: You have many avenues available to describe what is going on in the learning situation you have chosen --tests, comments, inner thoughts while struggling with a topic. Your description should be rich. You should include as much as you can about the physical, emotional, and intellectual context in which the learning is occurring. Most important, you should mention the goal or purpose for the learning and how one will know that the goal has been reached. A learning diary would perhaps be useful to jot down your description of what you believe are important influences on the learning as they are occurring.
- **Report your observations.** Note: For the report that you actually turn in to me, you should be thinking in terms of two main sections. In Section 1, you should introduce

your student and the learning situation. In addition, report your observations of the learning following closely the notes and observations you made during the learning itself. In Section 2, you should explain the learning you observed in terms of some theory or construct that (most likely) we will have discussed in class. Therefore, you can assume that your reader knows about these theories and doesn't need you to describe them to any great extent. You do need, however, to be quite specific about what you mean when you say that one theory or construct is exemplified in your observations. You may (and it is strongly encouraged that you do) present your findings to the instructor before completing your final draft in order to receive feedback. The due date for the final report is **4/26** in class. Note: I am thinking this is going to be about **5 pages**.

**Part II (50 points)** of the assignment involves mentoring and tutoring a student with whom you will co-create a project based on your content area and the Alabama Course of Study Objectives. The project should be designed to teach as many of the objectives for that content in the overall project assignment. You will choose one at-risk student from the class that you are assigned to. Those of you that have your own classroom may choose a student that is not in your class or use a student in your own classroom. You will share your final project with the class and prepare a **3-page** reflection regarding your experience. Lastly, you will track your field experience hours explaining how you spent your time and have the co-op teacher complete a disposition rating on you. The dispositions and time log is also due on \_\_\_\_\_.

**\*\*\* NOTE:** Unless all the required tutoring and observation hours are completed, the rest of the related assignments will automatically receive a zero**\*\*\***

## **ED 607**

### **Field Experience Assignments**

Graduate students may or may not need field experience hours, but as a reminder, you are expected to have 200 hours of documented field experiences for certification. This number is established by the state, and if you need clarification of this requirement, please schedule a time to meet with Ms. Gill (824-6220) or Dr. Piersma (824-2325) who will be able to provide the detailed information.

## Methods Course

**ED 521 - Teaching English Language Arts in Middle and High Schools**

**ED 522 - Teaching Math in Middle and High Schools**

**ED 523 - Teaching Science in Middle and High Schools**

**ED 524 - Teaching Social Studies in Middle and High Schools**

**ED 608 - Teaching Content Area Reading**

**Below is a brief description of the variety of field experience requirements for the methods courses.**

### **ED 521 - Teaching English in Middle and High Schools**

### **ED 522 - Teaching Mathematics in Middle and High Schools**

Candidates will plan and teach lessons in assigned 6-12 grade classroom, will video tape the lesson, write a reflection on the lesson taught, and then engage in peer critique discussion of taped lesson.

### **ED 523 - Teaching Science in Middle and High Schools**

Field experience assignments will include microteaching with video recording and video analysis

- Microteaching of at least one life science lesson and one physical science lesson for high school and one of each for middle school.
- 

### **ED 524 - Teaching History in Middle and High Schools**

Students will be responsible for teaching and videotaping a 30-45 minute lesson in a secondary (grades 6-12) social studies classroom (topics are up to individual students). Students will bring the tape to class and the class will critique and discuss the lesson.

### **ED 608 - Teaching Reading Across Content Areas**

1. Candidates will conduct an interview with one student from a 6-12 grade in his/her content area. Based on interview, candidate will conduct a mini-case study of the student as a reader, describing student's reading and writing behaviors, discussing implications of the behaviors, and describing specific strategies to support the student. Candidate will then teach one lesson to their assigned class, using one of the strategies included in the mini-case study.
2. Candidate will select a picture book, supporting a topic under study in your field experience site, read aloud the selected picture book to the students, select a reader response activity and accompanying materials; then teach the lesson and evaluate its success.

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

**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.