

**College of Education and Human
Development**

University of Louisiana Monroe

Handbook for Clinical & Field Experiences

**Undergraduate Teacher Candidates &
Supervisors**

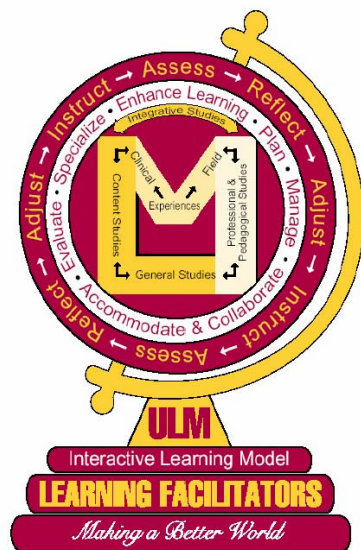


TABLE OF CONTENTS

<i>Introduction.....</i>	<i>1</i>
Teacher Preparation Program Mission Statement Philosophy and Goals.....	1
Non-Discrimination Policy	2
Position Statement on Diversity	2
Clinical and Field Experiences Advisory Council	3
Definition of Terms	3
The ULM Conceptual Framework: Process, Product, and Context.....	4
ULM Learning Facilitator Knowledge, Skills, and Dispositions.....	5
<i>Requirements for Teacher Candidates.....</i>	<i>6</i>
Admission to and Retention in Teacher Education Undergraduate Degree Programs	6
Eligibility Requirements for Student Teaching	6
Praxis	7
Follow-Up of ULM’s First-Year, Second-Year, & Third Year Teachers	7
Louisiana Teacher Assistance and Assessment Program (LaTAAP)	7
ULM/System Teacher Warranty	7
Support Resources Available to Teacher Candidates	8
<i>Description of Elementary and Secondary Programs and Sequenced Clinical & Field Experiences.....</i>	<i>8</i>
Elementary.....	8
Secondary	10
Clinical & Field Experience.....	11
Assessment System and Program Evaluation.....	14
<i>Program Information And Responsibilities Of Student Teachers And Supervisors</i>	<i>15</i>
Selection and Preparation of Classroom and University Supervisors.....	15
Criteria for Consideration of Requests to do Student Teaching Outside Ouachita Parish and Monroe City Schools	15
Policy Regarding Request to Student Teach Through Another University	16
Mentor Program for New Supervisors.....	16
Co-Supervision in Content Areas of Student Teachers.....	16
Student Teaching Policies and Activites	16
Student Teacher Activity Log.....	16
Policy Regarding Using Student Teachers as Substitute Teachers	17
Policy Regarding Liability Insurance Requirement for Student Teachers.....	17
Certification of Classroom Supervisors.....	17
Lesson Plan Outline	18
Attendance Requirements.....	18
The Professional Notebook	19
TaskStream Submissions	19
Responsibilities of Student Teachers.....	19
The Daily Lesson Plan	20
Student Teacher’s Procedure for Arranging Video-Taping.....	20
Responsibilities of the Classroom Supervisor.....	20
Responsibilities of the University Supervisor	22
Responsibilities of the Coordinator of Field Experiences	23
Observations During Student Teaching	23
A Suggested Schedule for Student Teaching	24
Procedures to Apply for a Second Student Teaching Experience.....	24

INTRODUCTION

This Handbook is a comprehensive resource for learning facilitators who are involved in field-based experiences at the undergraduate level at the University of Louisiana at Monroe. Overall expectations for teacher candidates, classroom supervisors, supervising principals, and University supervisors are presented.

The primary purpose of this Handbook is the development and the improvement of the clinical and field experience program at the University of Louisiana at Monroe. Successfully meeting the most important challenge of implementing policies, guidelines, and procedures requires the cooperation of all participants in the field and clinical experience program. This cooperation helps maintain a viable teacher education program which provides diverse opportunities, experiences, and learning environments for facilitating teacher candidates to become competent professions.

Louisiana House Bill 733 mandates an all-day student teaching program. Specifically the law states the following:

The applicant shall have spend a minimum of 270 clock hours in student teaching with at least 180 such hours spent in actual teaching. That applicant shall have completed a substantial portion of the 180 hours of actual student teaching on an all-day basis.

The ULM student teaching requirements exceed these state minimum standards.

Because student teaching at ULM is an all-day, full semester experience, varied teaching activities build to full-time teaching and will result in more than the required minimum number of hours. The student teaching log as shown in the Appendix serves as documentation of student teaching activities.

TEACHER PREPARATION PROGRAM MISSION STATEMENT PHILOSOPHY AND GOALS

The mission of the Teacher Preparation Program for undergraduate teacher education candidates in the College of Education and Human Development at the University of Louisiana at Monroe is:

- To provide a rigorous academic discipline within the arts and sciences tradition reflected and applied in interaction of professional and specialty studies and diverse clinical and field experiences;
- To instill within candidates those beliefs, dispositions, and abilities necessary to become facilitators of learning for all students;
- To maintain accreditation with the National Council for the Accreditation of Teacher Education.

Strategic interaction with student in diverse learning environments is the most essential and valuable experience which can be offered a prospective teacher. The philosophy of the teacher preparation program in the College of Education and Human Development at the University of Louisiana at Monroe is to provide opportunities for teacher candidates to apply the theoretical knowledge acquired in their areas of competency to the tasks of planning for instruction and implementing those plans. Teacher candidates in field and clinical experiences are also expected to apply knowledge of growth and development characteristics of learners and to implement effective classroom management systems.

The goals of ULM's teacher preparation programs are to prepare teacher candidates for successful teaching at the level of certification, to plan and sequence courses with objectives which guarantee that all attributes of effective teaching are mastered, and to assure that all teacher candidates begin their first-year teaching experience prepared to teach. The organizing theme of *learning facilitator* is an extension of our philosophy and objectives. It reflects the goals we hold for our graduates and mirrors our adopted evaluation model.

It is the policy of the College of Education and Human Development to select sites for field and clinical experiences which reflect culturally diverse and exceptional populations. Student teachers are placed with classroom supervisors who are certified by the state for supervision of student teachers.

NON-DISCRIMINATION POLICY

The University of Louisiana at Monroe is a public institution of higher education which seeks to offer quality academic and experiential opportunities to meet the various needs of students and employees in the university community. As stated annually in the Affirmative Action/Equal Opportunity Policy, The University of Louisiana at Monroe recognizes and accepts the responsibility of providing an environment free from discrimination for all students, faculty, and staff. The University reiterates its firm commitment to equal treatment for all people, including the disabled population. The University of Louisiana at Monroe firmly supports the national policy of Affirmative Action/Equal Employment opportunity as set forth in the University Affirmative Action Plan.

The University of Louisiana at Monroe recognizes that members of the University Community (Students, Faculty, and Staff) represent different groups according to age, culture, ethnicity, gender, physical or mental ability, nationality, race, religion, and sexual orientation. The university further recognizes that, in a pluralistic society such as ours, these differences must be recognized and respected by all who intend to be part of the university community. Faculty, staff, and students should be aware that any form of harassment and any forum of discrimination against any group or individual is inconsistent with the policies of the university.

POSITION STATEMENT ON DIVERSITY

One of the greatest challenges facing higher education today involves the creation and maintenance of campus communities that reflect the rich diversity of our nation. As our American culture becomes more diverse, it is incumbent upon colleges and universities to prepare candidates to become good citizens who manifest tolerance, compassion, and acceptance of others and are able to meet the challenges of the dynamic, pluralistic society in which they live and work. We must maintain aggressive efforts dedicated to the goal of educating our students to live and work in an increasingly diverse society.

The unit recognizes that it must continue to make aggressive efforts dedicated to providing equity of opportunity for all so that future generations will be assured of the significant contributions that can be made to all professions and occupations by students within a diverse population. The unit endorses the belief that candidates should be exposed to faculty, peer candidates, and students in various field experience settings who have a variety of backgrounds and inherent or developed differences. The unit further recognizes that it must:

- Enrich educational experiences by providing candidates with opportunities to learn from candidates who differ from them.
- Promote personal and social growth and a healthy society by challenging stereotypical perceptions; encouraging critical thinking, and helping candidates and students communicate with those of diverse backgrounds.
- Strengthen communities and workplaces by preparing candidates and students for citizenship in an increasingly complex, pluralistic society that fosters mutual respect and teamwork.
- Enhance the country's economic competitiveness by effective development and use of the talents and abilities of all citizens.

The unit further recognizes that it can teach its candidates about pluralism in a multicultural/diverse society in a variety of ways. The most obvious ways are those related to planned classroom and other planned clinical and field experiences that are based upon democratic values and beliefs that affirm cultural pluralism by incorporating diverse cultural experiences and planned activities into the curriculum. Such experiences and activities should be planned to teach worthwhile citizenship by offering equal educational opportunity for all candidates, to help candidates understand their responsibilities to society, and to teach candidates to respect the human rights of others.

Faculty should help candidates acquire social skills needed to interact productively with candidates from different backgrounds. This can be accomplished by teaching specific societal skills and also by modeling appropriate behavior

toward candidates and others with differences. Candidates will more readily adopt such philosophy when they see it in action.

CLINICAL AND FIELD EXPERIENCES ADVISORY COUNCIL

The major purpose of the Clinical and Field Experiences Advisory Council is to serve as a forum where general ideas and suggestions for the overall improvement of the clinical and field experience program may be discussed. The Council is composed of principals, classroom supervisors, university supervisors, teacher candidates (undergraduate and graduate) and assessors/mentors

DEFINITION OF TERMS

Teacher Candidate – The teacher candidate is an individual in the undergraduate teacher preparation program.

Classroom Supervisor – The classroom supervisor is a fully certified teacher responsible for working daily to assist in developing the professional growth of the teacher candidate (student teacher) through demonstration of and instruction in teaching skills and attitudes. The classroom supervisor works cooperatively with the University supervisor in continuing evaluation of the student teacher.

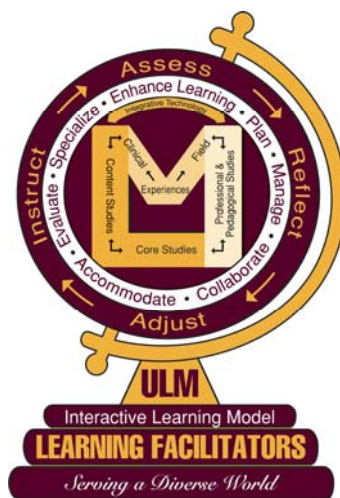
University Supervisor – The University supervisor represents the alternative certification intern's academic area and is directly responsible for supervision and evaluation of the teacher candidate. Services provided by the University supervisor include observation of teacher candidates, direct assistance to teacher candidates, and collaboration with mentor teachers and principals.

Coordinator of Field Experiences & Teacher Candidacy– The Coordinator of Field Experiences is the University faculty member responsible for the administration and coordination of all phases of clinical and field experiences. The Coordinator provides for the University's supervision of the teacher candidate (student teacher) and University supervisors.

Student Teaching – That period of the teacher education program, organized and directed by the University, during which the teacher candidate is placed in an accredited school under the direct supervision of a fully certified classroom teacher and University faculty member for a period of a full semester of substantial, full-day teaching.

THE ULM CONCEPTUAL FRAMEWORK: PROCESS, PRODUCT, AND CONTEXT

The graphic depiction of the College of Education and Human Development Conceptual Framework, The Interactive Learning Model, incorporates concentric circles to convey the unit's commitment to prepare learning facilitators to move from the university classroom to the broader context of PK-12 classrooms and beyond to positively impact an increasingly diverse world community. Both undergraduate and graduate programs within the unit subscribe to the conceptual framework.



Process: The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework. Based upon standards, research findings, and sound professional practice, the process addresses four program components: (1) Core Studies; (2) Content Studies; (3) Professional and Pedagogical Studies; and (4) Clinical and Field Experiences. Technology is infused throughout all aspects of the program.

Product: The product of this training process is the Learning Facilitator who maintains and employs specific skills necessary to ensure well planned, continuous, and effective service delivery to diverse populations of students. Learning Facilitators demonstrate professional knowledge, skills, and dispositions (KSD's) in: (1) Planning, (2) Management, (3) Learning Enhancement, (4) Evaluation, (5) Accommodation and Collaboration, and 6) Specialization.

Undergraduate and alternate certification graduate programs prepare Initial Learning Facilitators who focus on learning facilitator performances in all areas, but with special emphasis upon the first four areas.

Graduate programs prepare Advanced Learning Facilitators who exhibit advanced performances in all six areas. These programs emphasize the area of specialization in which candidates demonstrate knowledge, skills, and dispositions consistent with specialty professional standards and continued professional development.

Practice: The standards-based preparation that candidates receive prepares them for effective *practice*. The outer circle of the graphic depicts the cycle of assess-reflect-adjust-instruct of the assessment system that provides for continuous improvement of students, candidates, and the unit. The design, organization, and sequence of courses and learning experiences and the assessment system ensure candidate mastery of targeted knowledge, skills, and dispositions (KSD's).

The books supporting the base of the visual model symbolize the *knowledge base* foundation, and the globe configuration conveys the *ultimate goal* of the conceptual framework, serving a diverse world. Emphasis at both the program and candidate levels is on lifelong learning that encourages continuous evaluation of personal and professional skills necessary for effective practice skills to reflect new knowledge bases.

ULM LEARNING FACILITATOR KNOWLEDGE, SKILLS, AND DISPOSITIONS

Knowledge, Skills & Dispositions	Learning Facilitator Outcomes
Knowledge	<p>Learning Facilitator</p> <p>K1. Plan and Management: Demonstrate understanding of the power of and procedures for careful planning, effective use of technology, and efficient management of the teaching and learning process.</p> <p>K2. Know Content: Demonstrate broad and deep content and pedagogical content knowledge.</p> <p>K3. Enhance Learning: Recognize effective teaching and learning, evidence-based strategies, successful integration of technology, and procedures to facilitate learning for all students.</p> <p>K4. Evaluate: Exhibit understanding of appropriate assessment and evaluation for and of instruction to improve teaching, learning, and P-12 impact.</p> <p>K5. Accommodate & Collaborate: Display knowledge of both need and the procedures for accommodating <i>all</i> learners as well as for collaborating to improve teaching and learning.</p> <p>K6. Specialize: Evidence understanding of professional standards and effective principles, practices, legal policies, and content knowledge specific to general teaching as well as the specialization area(s).</p>
Skills	<p>S1. Plan: Effectively plan and prepare instruction to accommodate all learners.</p> <p>S2. Manage: Efficiently organize and manage the learning environment to maximize learning and maintain desired behaviors.</p> <p>S3. Enhance Learning: Enhance and facilitate learning for all learners through masterful delivery of standards-based instruction, full command of content, effective communication and evaluation, appropriate modifications, and use of technology.</p> <p>S4. Evaluate: Systematically assess and evaluate teaching, learning, and P-12 impact using multiple forms of formal and informal procedures, adjust plans, reflect, instruct accordingly, & reassess.</p> <p>S5. Accommodate & Collaborate: Accommodate for external influences, learning and performance differences, psychosocial needs, and diversity and collaborate to improve teaching and learning.</p> <p>S6. Specialize: Demonstrate performances consistent with appropriate professional standards and effective principles, practices, and legal policies specific to specialization area(s), and seek continued professional development.</p>
Dispositions	<p>D1. Prepare and Manage: Prepare thoroughly for all teaching and learning in terms of content knowledge, planning, organization, use of technology, and management.</p> <p>D2. Communicate: Display the habits of effective communication interpersonally, orally, in writing, and in use of technology, and also in collaboration to improve teaching and learning.</p> <p>D3. Enhance Learning: Value and facilitate active and continuous lifelong learning for all students and self.</p> <p>D4. Evaluate: Seek continuous improvement for all students and for self, following the assess-adjust-instruct-reflect cycle in all appropriate endeavors.</p> <p>D5. Respect: Show respect and appreciation for human diversity and capabilities to all constituents of the teaching and learning process, and the education profession in habits, actions, and speech.</p> <p>D6. Commit to Professionalism: Demonstrate commitment and responsibility to high professional, ethical, and performance standards in appearance, word, and deed.</p>

REQUIREMENTS FOR TEACHER CANDIDATES

ADMISSION TO AND RETENTION IN TEACHER EDUCATION UNDERGRADUATE DEGREE PROGRAMS

Teacher candidates seeking a degree in a teacher education program must meet the admission and retention requirements of the College.

Tentative admission to Teacher Education will be granted to applicants who meet general university entrance requirements. Application for formal admission to a teacher education program should be made during the first semester following the completion of 45 semester hours and before completing 90 hours. Transfer students from other Colleges of the University and other colleges and universities who have completed forty-five or more applicable semester hours should make formal application during their second semester of enrollment. Conditional admission may be granted transfer students by the Dean of the College of Education & Human Development during the first semester if requirements are met.

Requirements for admission and retention:

- Cumulative grade point average of at least 2.50.
- All required developmental courses.
- Grades of C or better in initial six hour requirement in math appropriate to the degree plan.
- Academic Skills Tests (Math, Reading, and Writing) components of the PRAXIS Series (Praxis I) with passing scores of 172, and 174, and 173 respectively. For information regarding these tests, contact Testing Services at 305 Filhiol Avenue, 342-5336 or 342-5338.
- Twenty clock hours of preliminary laboratory experiences as directed in Educational Foundations 201 (KINS majors – KINS 221).
- Speech and Hearing Screening. This is usually done at the beginning and end of each semester and once each summer term. Dates of administration will be posted prior to actual date of test. Students should call the Speech and Hearing Clinic (342-1395) for an appointment.

ELIGIBILITY REQUIREMENTS FOR STUDENT TEACHING

An application for student teaching must be filed with the Coordinator of Field Experiences one semester prior to the semester during which student teaching is to be scheduled. Prerequisites for student teaching:

1. Completion of a minimum of 90 semester hours of acceptable university work in a teacher education curriculum.
2. A minimum cumulative undergraduate grade point average of 2.5.
3. No grade below C in any professional education or psychology course, the teaching major or minor, or in specialized academic education.
4. An average of 2.5 on all work counting toward the completion of the teacher education degree.
5. Completion of appropriate materials and methods course(s).
6. Twenty (20) hours of observation with assigned classroom supervisor completed prior to beginning of the semester.

7. Completion of Curriculum 285.
8. Meet eligibility requirements for Louisiana initial teacher certification, which includes passing scores on all applicable portions of PRAXIS I, PRAXIS II and the Specialty Area exam(s).

PRAXIS

For admission to student teaching, candidates must meet all eligibility requirements for Louisiana initial certification, which includes passing scores on all applicable portions of PRAXIS I and PRAXIS II. The examinations are administered on the ULM campus. Candidates should confer with their advisers and the Testing Center in preparation for the examinations. The Student Success Center provides practice opportunities for all parts of PRAXIS I. Print guides for many of the PRAXIS II exams are available for use in the Library.

FOLLOW-UP OF ULM'S FIRST-YEAR, SECOND-YEAR, & THIRD YEAR TEACHERS

In an effort to provide both support and instructional assistance for teacher candidates who complete teacher preparation programs, the College of Education and Human Development, through the Center for Teacher Certification, locates its program completers who are teaching within an 80-mile radius of the university. Feedback from these first through third-year teachers and their principals is then sought by questionnaires. Ongoing support for candidates is provided through such activities as on-line support, Internet resources, special seminars, etc.

LOUISIANA TEACHER ASSISTANCE AND ASSESSMENT PROGRAM (LATAAP)

Faculty from the College of Education and Human Development gain valuable feedback regarding the success of teacher candidates through the Louisiana Teacher Assistance and Assessment Program. A majority of the faculty involved in teacher preparation programs are state-certified LaTAAP assessors eligible to serve on assessment teams with principals and master teachers in the schools. Teacher candidates are provided information about the LaTAAP and opportunities to develop knowledge and skills within the framework of the Louisiana Components of Effective Teaching (LCET).

ULM/SYSTEM TEACHER WARRANTY

The University of Louisiana at Monroe and area school systems contract each year to provide a warranty for undergraduate teacher education and alternative certification program completers. The employing school system agrees to:

- Assign teachers in their major area of certification,
- Provide all state-mandated supports, including those for new teachers, and
- Restrict teaching loads and duties to those that are within state guidelines.

The University of Louisiana at Monroe, for its part, will assure that all candidates completing an approved teacher education program:

- Will demonstrate sufficient subject matter knowledge in all areas included on their teaching certificates;
- Can demonstrate success in accommodating students from diverse cultural, ethnic, international, and socioeconomic groups; and
- Are able to use telecommunications and information technologies as tools for learning.

The University further guarantees that any teacher so warranted will perform acceptably for a period of three years following the induction year (first year of teaching). Unacceptable performance will be defined as failure on the Louisiana Assistance and Assessment Program for First-Year Teachers of two consecutive years of significantly substandard ratings by the supervising principal. Teachers not performing acceptably according to the criteria above

will be provided one semester of undergraduate or graduate course work specifically designed to focus on area(s) of improvement needed by the teacher or a year-long intervention program through extended support from the College of Education and Human Development which shall be at the expense of The University of Louisiana at Monroe.

SUPPORT RESOURCES AVAILABLE TO TEACHER CANDIDATES

The University supervisor and school site supervisor act as resources for the teacher candidate. The CEHD has a rich resource base that is available to teacher candidates. This base includes tips/tutorials, FAQs and resource guides to particular application programs. Most sites are linked through the ULM home page with numerous outside links included on the CEHD web pages. Some typical site titles and URLs are:

- ULM College of Education and Human Development. <http://www.ulm.edu/cehd/>
 - The ULM College of Education and Human Development Homepage
- TeachNortheast, ULM Alternative Certification Program. <http://222.ulm.edu/teach/>
 - The TeachNortheast Homepage
- Resources, ULM College of Education and Human Development. <http://www.ulm.edu/cehd/resources.html>
 - Resources include: TaskStream Tutorial, Smart Classroom Guide and Tutorial, Lesson Plan Terminology, Template and Samples
- Professional Development for Teachers: LEARning Online.
<http://www.ulm.edu/cehd/resources/learn/index/html>
 - Online professional develop modules in: Assessment and Accountability, Inclusive Instruction, Management, and Technology
- Louisiana Department of Education, Division of Professional Development
<http://www.doe.state.la.us/lde/pd/home.html>
 - Provides opportunities and resources to enable teachers and administrators to support all students in achieving challenging standards. The programs and activities are divided by: State Level Programs, Technical Assistance & Administration, Professional Accountability, and Staff Development and Assistance.
- Louisiana Department of Education, Student Standards and Assessments Instructional Resources.
<http://www.doe.state.la.us/lde/ssa/1407.html>
 - Lessons-to-Go! Are model lesson and unit plans by LA teachers to serve as models for implementing the Louisiana Content Standards. All materials for teachers and students are included. The database is searchable.
 - Making Connections – provides technology-rich lesson and unit plans that model the Louisiana Content Standards and the K-12 Educational Technology Guidelines. All materials for teachers and students are included. The database is searchable.

The Regional Teaching and Learning Technology Center is housed in the CEHD and offers as one of its services INTEGRATING TECHNOLOGY (INTECH), which is a fifty-six hour, intense, immersion program for teachers. The ULM Student Success Center is also available to teacher candidates for Praxis preparation.

DESCRIPTION OF ELEMENTARY AND SECONDARY PROGRAMS AND SEQUENCED CLINICAL & FIELD EXPERIENCES

ELEMENTARY

Among the most important changes that occurred throughout the redesigned Elementary Education Program are: 1) systematic integration of content areas and also content with methodology; 2) expanded focus on authentic performances; and 3) increased number and quality of supervised teaching experiences. Major internal changes in the structure of redesigned programs can occur in the organization and sequence of course experiences to clearly coincide with the phases of the unit assessment. Changes in Phase I Pre-Professional Education include moving the introductory course, EDFN 201, to the first year to help candidates identify with their chosen major and revising the course to provide

an overview of teaching, learning, and the learning environment. The instructional technology course, CURR 285, also has been moved to the first year to provide foundational knowledge and skills.

The number of Elementary Education Professional Block interactive groupings increases from two to three and the blocked segments have been redesigned to incorporate primarily new courses into the sequence. When compared to the existing block design, the new configuration will increase pedagogical content knowledge and engage candidates in substantially more supervised experiences teaching students in Grades 1-5 classrooms prior to Student Teaching.

Table 1. Comparison of New Elementary Education Phase II Professional Blocks with Existing Block Program

Redesigned Professional Study Blocks	Existing Professional Study Blocks
<i>Phase II Professional Elementary Education</i>	<i>Professional Education</i>
Professional Semester I <u>ELED 340</u> Balanced Lit-Lower (6) <u>SPED 202</u> Spec Needs (3) <u>CURR 450</u> MultiCulture (3) <u>CURR 386</u> Professional Development (1) <u>PSYC 301</u> Ed Psychology (3)	Professional Semester 1 READ 321 or 322 (3) ELED 483A Reading Practicum (3)
Professional Semester 2 <u>ELED 341</u> Balanced Lit-Upper (6) <u>KINS 442</u> H & PE Program Dev (3) <u>CURR 375B</u> Class Mgt (3) <u>MATH 350</u> Geometry & Measurement (3)	Professional Semester II ELED 419 Math/Science Methods (4) ELED 420 Lang. Arts/Social Stu Methods (4) ELED 421 Generic Methods (1)
Professional Semester 3 ELED 442 Math-Lower (3) ELED 443 Math-Upper (3) ELED 441 Science Methods (3) EDFN 401 Assessment (3) ELED 342 Elem Social Studies Methods (3)	(Note: Existing Elementary Education Program also requires SPED 202, CURR 450, CURR 375B, EDFN 401, & H&HP but not in blocked format.)

Within the redesigned Phase II Professional Semesters, new courses have replaced existing courses, and the existing courses incorporated into the redesigned program have been reconceptualized and refocused on authentic Grades 1-5 classroom teaching and learning.

A new one-hour course, CURR 386, Professional Development, has been added to the professional studies and structured and sequenced to interface with activities in the other professional courses, the unit assessment plan, and *TaskStream*. CURR 386 is designed to accomplish several purposes: 1) to further enhance candidates' knowledge, skills and dispositions in use of technology; 2) to ensure technology integration throughout professional studies and teaching; 3) to facilitate professional growth during candidates' preparatory experiences; 4) to facilitate documentation of professional growth; and 5) to help candidates develop the disposition to seek professional growth continuously during their preparatory programs and throughout their teaching careers.

EDFN 401 has been redesigned to address a broader range of authentic assessment and to include development, interpretation, and implementation of formative and summative assessment activities. Candidates will be prepared to assess their impact on Grades 1-5 student performances in EDFN 401 and will incorporate appropriate assessment throughout their professional semesters.

The number of student credit hours for Phase III, Student Teaching, has been reduced from 12 to nine hours. However, the increase to 180 hours of supervised teaching experiences prior to student teaching has raised expectations for the quality of candidates' teaching performances.

Although not a part of the redesigned degree program itself, candidates may elect to add the area of certification for PK-3. These optional endorsements, which permit candidates to specialize at a particular level, are considered riders to the Grades 1-6 program. Meanwhile, the existing degree for Elementary Education with Early Childhood will be phased out as the new program with the two optional endorsements is implemented.

The PK-3 add-on option includes four courses that have been revised, including ELED 453, which has been renamed Language Development and Emergent Literacy to reflect new emphases. Content, delivery and expectations of each of the four courses have been revised to better prepare teachers to meet the specific needs of PK-3 students and professional standards.

SECONDARY

Among the most important changes occurring throughout the redesigned Secondary Education degree programs are: 1) the development of a two-degree B.A./B.S. structure that replaces the nine existing secondary degree programs; 2) systematic integration of content areas and also content with methodology; 3) expanded focus on authentic performances; and 4) increased number and quality of supervised teaching experiences. Major internal changes in the structure of redesigned programs occur in the organization and sequences of course experiences to clearly coincide with the phases of the unit assessment system. Changes in Phase I Pre-Professional Education include moving the introductory course, EDFN 201, to the first year to help candidates identify with their chosen major and revising the course to provide an overview of teaching, learning and the learning environment. The instructional technology course, CURR 285, also has been moved to the first year to provide foundational knowledge and skills.

The number of Secondary Education Professional Block interactive groupings increases from one to two and the blocked segments have been reorganized in new combinations. The redesigned blocks include a new inclusive education course, CURR 302, and three existing courses have been revised and refocused. A second new course, CURR 386, has been added as well. When compared to the existing block design, the new configuration will increase pedagogical content knowledge and engage candidates in substantially more supervised experiences teaching students in Grades 6-12 classrooms prior to Student Teaching.

Table 2: Comparison of New Secondary Education Phase II Professional Blocks with Existing Block Program

Redesigned Professional Study Blocks	Existing Professional Study Blocks
<i>Phase II: Professional Secondary Education</i>	<i>Professional Education</i>
Professional Semester 1 <u>CURR 303</u> Instruct, Middle/Secondary (3) <u>CURR 302</u> Inclusive Instruct Secondary (3) <u>CURR 375A</u> Secondary Class Mgmt (3) <u>CURR 386</u> Professional Development (1)	Professional Semester 1 CURR 303 Instruct, Middle/Secondary (3) CURR 375A Secondary Management (3)
Professional Semester 2 <u>CURR 304</u> Middle & Secondary Methods (3) <u>READ 418</u> Content Reading (3) <u>CURR 483</u> Practicum, Secondary (3)	(Note: Existing Secondary Education Program also requires EDFN 401 and READ 418, but not in blocked format.)

Within the redesigned Phase II Professional Semesters, the new courses have replaced existing courses, and the existing courses incorporated into the redesigned program have been reconceptualized and refocused on authentic Grades 6-12 classroom teaching and learning.

A new one-hour course, CURR 386, Professional Development, has been added to the professional studies and structured and sequenced to interface with activities in the other professional courses, the unit assessment plan, and TaskStream. CURR 386 is designed to accomplish several purposes: 1) to further enhance candidates' knowledge, skills and dispositions in use of technology; 2) to ensure technology integration throughout professional studies and teaching; 3) to facilitate professional growth during candidates' preparatory experiences; 4) to facilitate documentation of professional growth; and 5) to help candidates develop the disposition to seek professional growth continuously during their preparatory programs and throughout their teaching careers.

EDFN 401 has been redesigned to address a broader range of authentic assessment and to include development, interpretation, and implementation of formative and summative assessment activities. Candidates will be prepared to assess their impact on Grades 6-12 student performances in EDFN 401 and will incorporate appropriate assessment throughout their professional semesters.

The number of student credit hours for Phase III, Student Teaching, has been reduced from 12 hours to nine hours. However, during their second Professional Semester, candidates will directly teach in their Secondary Focus Area for 80 hours during CURR 483B. The increase to 180 hours of supervised teaching experiences prior to student teaching has raised expectations for the quality of candidates' teaching performances.

CLINICAL & FIELD EXPERIENCE

The clinical and field-based experiences included in professional education curricula are central to the conceptual framework of all redesigned programs. They provide opportunities for synthesized, interactive and applied learning and teaching at an earlier and more intensive level. Enhanced field experiences are among the changes in the redesigned programs. Examples include:

- 180 hours of actual teaching experiences in sequenced professional courses prior to student teaching, beginning earlier in the candidate's secondary program.
- Design of new courses, such as CURR 386, Professional Development, to incorporate *TaskStream* and ensure technology integration throughout professional studies and teaching.
- Introduction of 100 hour practicum, CURR 483B, in the secondary focus area which includes 80 hours of direct teaching activities prior to student teaching.
- Increase in number of Secondary Education Professional Block interactive groups from one to two.
- Addition of a new, inclusive education course, CURR 302.

Description of Field Sites and Activities for Bachelor of Arts in Elementary Education
Sequence and descriptions of Field-Based Experiences/Activities and Sites

The chart below indicates the planned, systematic inclusion of opportunities for observation, reflection, and actual teaching experiences beginning in the candidate's freshman year and culminating with four Professional Semesters, the last of which includes student teaching.

COURSE	TITLE	SEM HRS	SEMESTER ENROLLED YEAR/SEM	#HRS CLASSROOM OBSERVATION & #HRS DIRECT TEACHING ACTIVITIES	DESCRIPTION OF ACTIVITIES	DESCRIPTION OF FIELD SITES*
EDFN 201	Introduction to Education	3	1/2	20	Classroom observations case studies classroom observations	Diverse school sites and Professional Development Schools
PSYC 203	Child Psychology	3	2/1	5		
PSYC 301	Educational Psychology	3	2/1	20		
PROFESSIONAL ELED 340	SEMESTER I Balanced Literacy (lower)	6	3/1	30 (direct teaching)	lesson planning, instruction, and assessment of students' learning	MJ Foster Cypress Pt PDS Sallie Humble El Barkdull Faulk El.
SPED 202	Special Needs/ Diversity	3	3/1	10 (direct teaching)		
CURR 450	Multicultural	3	3/1	5 (direct teaching)		
PROFESSIONAL KINS 442 ELED 341	SEMESTER II H&PE Prgm Balanced Literacy (upper)	3 6	3/2 3/2	30 (direct teaching)	Lesson planning, instruction, and assessment of students' learning	MJ Foster Cypress Pt PDS Lakeshore Elem. Lexington Elem.
CURR 375B	Classroom Behav. & Instructional Mgt.	3	3/2	10		
PROFESSIONAL ELED 342 ELED 441 ELED 442 ELED 443 EDFN 401	SEMESTER III Soc Stu Meth Science Method Math Meth lowr Math meth uppr Assessment	3 3 3 3 3	4/1 4/1 4/1 4/1 4/1	20 (direct teaching) 5 (direct teaching) 20 (direct teaching) 20 (direct teaching) 15 (direct teaching)	Lesson planning, instruction, and assessment of students' learning	MJ Foster Cypress Pt PDS Lexington Elem. Riverbend Elem.
				210 hrs prior to student teaching		
PROFESSIONAL ELED 461 ELED 463	SEMESTER IV Student Teaching lower grades Student Teaching Upper grades	5 5	4/2 4/2	130 (direct teaching) 130 (direct teaching)	Student teachers spend 526 clock hours at two school sites & teach at two grade levels	Diverse school sites in 16 parish service area
				**260 hrs direct teaching		

*All school sites are within close proximity to ULM and are selected on the basis of cultural diversity, supervisors' expertise, and analysis of the schools' learning environment. One elementary one junior high and one high school serve as Professional Development School sites for field experiences as well as instruction.

**Exceeds minimum state requirements of 180 direct teaching hours during student teaching by 80 hours

Description of Field Sites and Activities for Bachelor of Arts and Bachelor of Science in Secondary Education
Sequence and descriptions of Field-Based Experiences/Activities and Sites

The chart below indicates the planned, systematic inclusion of opportunities for observation, reflection, and actual teaching experiences beginning in the candidate's freshman year and culminating with three Professional Semesters, the last of which includes student teaching.

COURSE	TITLE	SEM HRS	SEMESTER ENROLLED YEAR/SEM	#HRS CLASSROOM OBSERVATION & #HRS DIRECT TEACHING ACTIVITIES	DESCRIPTION OF ACTIVITIES	DESCRIPTION OF FSITES*
EDFN 201	Introduction to Education	3	1/2	20	Classroom observations, case studies classroom observations	Diverse school sites and Professional Developmt Schools
PSYC 205	Adols. Psycholgy	3	3/1	5		
PSYC 301	Educational Psychology	3	3/1	20		
PROFESSIONAL	SEMESTER I					
CURR 375A	Class Org/Mgt	3	3/2	20 (direct teaching)	lesson planning, instruction, and assessment of students' learning	Neville High Sch. Oua Mid Sch Oua.Par High Sch Lee Jr High
CURR 303	Middle/Secondary Methods	3	3/2	20 (direct teaching)		
CURR 302	Instructional Spec Needs/Diversity	3	3/2	20 (direct teaching)		
PROFESSIONAL	SEMESTER II					
READ 418	Teach Read in Content Area	3	4/1	20 (direct teaching)	Lesson planning, instruction, and assessment of students' learning	Neville High Sch. Oua.Par Mid Sch Oua.Par High Sch Lee Jr. High
CURR 304	Middle & Sec Methods	3	4/1	20 (direct teaching)		
CURR 483	Practicum in Middle/Sec Sch	3	4/1	80 (direct teaching)		
				225 hrs prior to student teaching		.
PROFESSIONAL	SEMESTER III					
CURR 456	Student Teaching	9	4/2	**210 (direct teaching)	Student teachers spend 526 clock hours in the primary focus area placement	Diverse school sites in parish service area
				**260 hrs direct teaching		

*All school sites are within close proximity to ULM and are selected on the basis of cultural diversity, supervisors' expertise, and analysis of the schools' learning environment. PDS, Neville High School, and Ouachita High School are school sites for Professional Semester teaching activities.

**Exceeds minimum state requirements of 180 direct teaching hours during student teaching by 30 hours.

ASSESSMENT SYSTEM AND PROGRAM EVALUATION

A. Assessment of Program

1. Assessment of Outcomes

Outcome assessment for the redesigned degree programs (B.A. and B.S.) will be multifaceted. Assessment of candidates' acquisition of knowledge, skills and dispositions will occur within the context of individual courses, at each phase, and at program exit. In addition, as reflected in the actual instruments that appear in appendices of *The ULM Handbook for Undergraduate Teacher Candidates and Supervisors*, program completers will be evaluated by administrators, mentors, parents, and, to a limited degree, the students themselves. In addition to incorporating appropriate assessment strategies into all lessons, as part of their professional semester experiences, candidates will assess their impact on Grade K-12 student performances and will report and interpret results in their Professional Portfolios. Candidates' impact on students also will be measured and evaluated by student teachers and their supervisors.

2. Follow-up Assessment

Follow-up assessment of graduates' teaching performance will be accomplished through the use of four measures. Three of the assessment measures are established procedures of the unit; the Undergraduate Exit Survey, Graduate Follow-up Survey, and Employer Survey. In addition, the assessment results from Louisiana Teacher Assistance and Assessment Program, reported annually by the LDE Division of Professional Accountability, will be compared to statewide results and analyzed by item to discern implications for program improvement. Each measure will occur annually and will include all graduates of the undergraduate teacher preparation programs. Both graduates and their employers will be asked to evaluate program completers' impact on students. The Center for Education Research and Services will be responsible for mailing the surveys, analyzing data, and writing appropriate reports for the College. Reports will be provided to each Department Head through the Dean.

3. Curriculum Review Process

The Research Coordinator will report assessment results to the PK-16+ Coordinator and Department Heads through the Dean. Department head(s) will meet with relevant faculty, PK-16+ Coordinator, Advisory Council, and Administrative Council to discuss and recommend appropriate revisions. Recommendations will be reviewed by the Dean and processed in sequence according to unit curriculum review guidelines: consideration and approval of the College Curriculum Committee, Dean, entire faculty of unit, Council for Teacher Education and the ULM Curriculum Committee.

4. Data Methods and Timelines

As outlined in the program-specific assessment plan, the Center for Educational Research and Services will coordinate data collections, analyses, interpretation, and dissemination at each phase of the program as well as at the conclusion.

5. Evaluation Plan Differences

This evaluation plan parallels but expands on the unit's present plan for all programs because all must meet the same state, LCET, LCS, and NCATE standards. To strengthen the unit's assessment plan, expansion occurs in delineation of candidates' performances in each phase, increased focus on teaching performance, requirements for candidates to assess and report their impact on Grades K-12 student progress, requests for employers to rate program completers' impact on student learning, inclusion of the PK-16+ Coordinator and Advisory Council at each step, and the analysis of individual performances on the Louisiana Teacher Assistance and Assessment Program, which previously were inaccessible to the unit. Utilization of TaskStream will facilitate the evaluation of candidates' longitudinal growth. These expansions will continue to transform the unit's evaluation plan into a comprehensive assessment system.

PROGRAM INFORMATION AND RESPONSIBILITIES OF STUDENT TEACHERS AND SUPERVISORS

SELECTION AND PREPARATION OF CLASSROOM AND UNIVERSITY SUPERVISORS

In partnership with school administrators, classroom teachers are recommended and approved to have candidates who are supervised by College of Education and Human Development (CEHD) faculty in their classrooms for teaching experiences prior to student teaching. CEHD faculty selects those school sites and individual classroom supervisors and cooperating teachers who will participate in the field experience activities of undergraduate teacher candidates. CEHD faculty who supervise teaching activities as part of their course requirements are trained in the First-Year Assessment process. A data base of classroom supervisors of student teachers is maintained in the Office of Field Experiences and Teacher Candidacy. Although the Board of Elementary and Secondary Education (BESE) has lowered the standards for certification of supervisors of student teachers, ULM continues to require that its supervisors hold state certification in student teacher supervision which mandates a Masters Degree, a course in Supervision of Student Teaching and five years of successful teaching in the certification area. In addition, supervisors are recruited who have First-Year Teacher Assessment training and who participate in professional development seminars conducted by the CEHD. Three newly designated National Board Certified teachers have also been selected as classroom supervisors. In addition, content area faculty from the College of Arts and Sciences provide co-supervision for secondary candidates during student teaching as well as content area instruction when candidates are enrolled in methods courses.

Prospective student teachers are provided with information relative to application procedures early in the semester immediately preceding student teaching.

After a thorough review of each application and the list of certified and qualified supervising teachers, the Coordinator of Field Experiences & Teacher Candidacy makes assignments. The Coordinator keeps in mind the following major considerations: geographical areas requested by applicants, grade level and/or subject areas requested, availability of certified supervising teachers, availability of transportation, and diverse populations of school sites.

When assignments have been completed, the Coordinator sends a formal assignment letter to the classroom supervisor, with a copy to the principal, and to the student. Students are instructed to arrange a meeting with their classroom supervisors and set up observations. Further, each student teacher is expected to provide the classroom supervisor with a copy of the "Biographical Data Form" included in the Appendix.

CRITERIA FOR CONSIDERATION OF REQUESTS TO DO STUDENT TEACHING OUTSIDE OUACHITA PARISH AND MONROE CITY SCHOOLS

- Student must meet catalog requirements for student teaching.
- Student must have a 2.75 overall grade point average through junior year.
- Student must present a hardship case, including verification of circumstances.
- Secondary student shall not be assigned to school from which s/he has graduated.
- No student shall be placed under the supervision of a relative.
- Student teacher shall agree to pay mileage of university supervisor.
- Supervision shall be by regular ULM faculty from appropriate departments (i.e., Kinesiology major supervised by regular Kinesiology faculty member).
- Classroom supervisor shall be fully certified, recommended by Superintendent and Principal, and approved by the Coordinator of Field Experiences and Teacher Candidacy
- There shall be a limit of three student teachers per parish. If more than three student teachers from one parish meet the criteria, selection of the three shall be made on the basis of the severity of the hardship involved.

- The student teachers shall meet all requirements of the student teaching semester (attendance at meetings on the ULM campus, etc.)

POLICY REGARDING REQUEST TO STUDENT TEACH THROUGH ANOTHER UNIVERSITY

Any request from a student to student teach through another university is handled on a special case-by-case basis.

The student must first write a letter to the Coordinator of Field Experiences stating the reason for the special request (spouse is transferred; mother/father terminally ill, etc.). The request is either denied or tentatively approved at this point, pending contact and arrangements with a cooperating university. If arrangements can be made with the university, the student must agree to pay expenses involved and follow requirements of the student teaching program at the cooperating university. S/he must also enroll at ULM. If the cooperating university insists, the student can enroll in student teaching there and transfer credit to ULM. In that case, s/he must agree to pay the classroom supervisor's fee and the university supervisor's travel expenses. If s/he enrolls at ULM, then s/he does not.

MENTOR PROGRAM FOR NEW SUPERVISORS

Experienced classroom supervisors and university supervisors serve as mentors to provide guidance for new supervisors. Classroom supervisor mentors are chosen by school principals; university supervisor mentors are selected by the Coordinator of Field Experiences. Orientation sessions are provided to introduce and support faculty members who are new to the supervisory process and update returning supervisors on changes to the supervisory process, policies and procedures.

CO-SUPERVISION IN CONTENT AREAS OF STUDENT TEACHERS

Student teacher with majors in Kinesiology and minors in content areas and Secondary Education are supervised jointly by faculty in the College of Education and Human Development and faculty from Arts and Sciences. Supervisors from both areas schedule regular observations of these student teachers in their respective areas. The Report of Student Teacher's Performance by Content Area Supervisor is filed in the Office of Field Experiences. A copy can be found in the Appendix.

STUDENT TEACHING POLICIES AND ACTIVITIES

The Louisiana Legislature mandated through House Bill 733 that students must student teach all day. The law specifically states the following:

That the applicant shall have spent a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. That the applicant shall have completed a substantial portion of his/her 180 hours of actual student teaching on an all-day basis.

Since The University of Louisiana at Monroe requires more than minimum standards, the student teaching experience is a full university semester. The student teacher is expected to spend all day, five days per week, in the cooperating school. One or two weeks should be devoted to full-time (all-day) teaching or "solo-teaching". In some instances a student teacher shall obtain an "Early Release" only in the event that the student teacher is being hired in a teaching position. An early release shall not be granted for any other purposes other than employment by school system. In order for an early release to be granted, the Coordinator of Field Experiences and Teacher Candidacy must verify with the university supervisor that all clock hours, direct teaching hours, and TaskStream assignments are completed.

STUDENT TEACHER ACTIVITY LOG

Clock hours should be recorded daily on the Student Teacher Activity Log (see Appendix) and the hours should be entered in the *TaskStream* account for Clinical and Field Experiences. Log notes should be concise and informative and should be signed weekly by the supervising classroom teacher and regularly by the university supervisor during visits to the classroom. Logs should be included in the Professional Notebook.

Hours may be logged in four categories:

- A. **Participation:** Assisting the teacher in any phase of duty except direct teaching. For example, a student teacher may perform routine housekeeping tasks, stand duty with the classroom supervisor, assist students in the class, and attend after-school meetings and activities. University sponsored meeting which require the student's attendance may be counted as participation.
- B. **Conference:** Meetings with the classroom supervisor, cooperating principal, university supervisor, or the Coordinator of Field Experiences and Teacher Candidacy
- C. **Observation:** Watching a teaching-learning situation.
 - 1) Observations must be done with a previously established purpose and, when possible, with a follow-up session. Areas for observation include the assigned student teaching class, other classes, and related areas and activities. Secondary majors with a minor should schedule several observations in their minor teaching field. All student teachers are required to complete a minimum of five outside observations during the semester. Observation forms are included in the Appendix. Outside observations should occur at the beginning of the semester. Written observation reports should be included in the Professional Notebook and recorded in the *TaskStream* account for clinical and field experiences.
 - 2) The student teacher should observe the classroom supervisor and students and become thoroughly acquainted with materials, equipment and school policies. It is recommended that these activities be carried out during the first week of the semester.
- D. **Teaching:** Assuming the responsibility of planning and instructing. There should be a gradual build-up of teaching experiences that culminates with one or two weeks of full-time (all-day) teaching. The all-day period must have consecutive days, but the entire period may or may not be consecutive. All-day teaching should not be left until the very end of the semester in case an emergency arises.

POLICY REGARDING USING STUDENT TEACHERS AS SUBSTITUTE TEACHERS

The student teacher is a university student and cannot be used in lieu of a paid substitute in the absence of the classroom supervisor or any other teacher in the school. The student teacher can, of course, fill in for the classroom supervisor if an emergency arises and/or if the classroom supervisor must be out of the room for a brief period of time during the school day.

POLICY REGARDING LIABILITY INSURANCE REQUIREMENT FOR STUDENT TEACHERS

All student teachers are required to secure professional liability insurance. This type of insurance coverage may be obtained through a variety of sources, including your personal insurance company. Insurance may be provided through membership in the National Education Association (NEA), American Federation of Teachers (AFT), or Associated Professional Educators of Louisiana (A+PEL).

CERTIFICATION OF CLASSROOM SUPERVISORS

The State of Louisiana has established the following requirements for supervisors of student teachers:

A classroom teacher can serve as a supervisor of student teaching if he/she satisfies any one of the following conditions:

- a valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment;

Type A Certificate Qualifications: Valid for life of continuous service

Teachers currently holding Type A or Type B certificates will continue to hold these certificates, which are valid for life, provided the holder does not allow any period of five or more consecutive years of

disuse to accrue and/or the certificate is not revoked by the State Board of Elementary and Secondary Education, acting in accordance with law.

Level 3 Certificate Qualifications: Valid for five years

Teachers with a Level 1 or Level 2 Certificate are eligible for a Level 3 Certificate if they complete a Masters Degree from a regionally accredited university/college, teach for five years in their area of certification, and pass the Louisiana Teacher Assistance and Assessment Program (LATAAP).

- a valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successful completion of the three-credit-hour course in the supervision of student teaching; or
- a valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successful completion of assessor training through the Louisiana Teacher Assistance and Assessment Program.

Type B Certificate Qualifications: Valid for life of continuous service

Teachers currently holding Type A or Type B certificates will continue to hold these certificates, which are valid for life, provided the holder does not allow any period of five or more consecutive years of disuse to accrue and/or the certificate is not revoked by the State Board of Elementary and Secondary Education, acting in accordance with law.

Level 2 Certificate Qualifications: Valid for five years

Teachers with a Level 1 Professional Certificate must pass the Louisiana Teacher Assistance and Assessment Program (LATAAP) and teach for three years in their area of certification in an approved educational setting to receive a Level 2 Professional Certificate.

In addition to the State's requirements for a supervisor of student teachers, the College of Education and Human Development requires the following:

- The applicant must have had at least five years of successful teaching experience at the level or in the field of their supervisory assignment.

The University of Louisiana at Monroe selects only fully qualified and certified supervising teachers as defined by the above certification regulations. The selection of those who are to serve as classroom supervisors is made by the Coordinator of Field Experiences from a list of teachers recommended for this assignment by the principals and approved by the superintendents. The Coordinator of Field Experiences assigns each student teacher to a classroom supervisor.

LESSON PLAN OUTLINE

Student teachers are required to have a written plan for each lesson taught. These plans must be written in detail and approved several days in advance by the classroom supervisor. Lesson plan format is shown on Moodle. Lesson plans are to be kept in the Professional Notebook which should always be available. Several lesson plans must be entered into the candidates' *TaskStream* account as part of the Professional Portfolio.

ATTENDANCE REQUIREMENTS

The student teacher is to report at the designated time each day and is to remain at the school until the end of the school day. The student teacher will be expected to accompany/assist the classroom supervisor throughout the school day. These duties and responsibilities may include attendance at faculty and professional meetings considered a part of the classroom supervisor's responsibilities. It is the responsibility of the classroom supervisor to supervise the student teacher in all non-teaching activities, such as duty.

The student teacher is required to follow the cooperating school's calendar during the student teaching experience rather than the university calendar for holidays. It is the student teacher's responsibility to make his/her university supervisor aware of his/her cooperating school's calendar. A copy of this calendar should be given to the university supervisor at the first seminar. The classroom supervisor should be given a copy of the student teaching calendar.

Unexcused absences are not permitted. The student teacher should know the cooperating school's policy for emergencies or illness and comply with it. The classroom supervisor and the Center for Teacher Certification must be notified immediately of absences. First notify the classroom supervisor, and then call the Center for Teacher Certification. If the university supervisor has a scheduled visit to the student teacher's school that day, h/she must also notify the university supervisor.

The student teacher may be excused from student teaching duties only for the following reasons:

- a. University required activities
- b. Individually arranged interviews for job placements (these should be limited in number)
- c. Emergencies including personal illness, death or illness in the immediate family
- d. Official closing of cooperating school for an emergency.

The student teacher must report to the Coordinator of Field Experiences to discuss any absences in excess of five days.

THE PROFESSIONAL NOTEBOOK

Student teachers are to keep readily available in the classroom a "Professional Notebook" which is a record of all experiences during the student teaching semester. Classroom supervisors and University supervisors are requested to inspect these notebooks regularly to determine whether student teachers are accomplishing the objectives of keeping such records. See Appendix for Professional Notebook directions and score sheet.

TASKSTREAM SUBMISSIONS

Student teachers are to submit artifacts, surveys, and other materials to their *TaskStream* accounts (Direct Response Folio account, and Clinical & Field Experiences account) as directed by their University supervisors. See Appendix for *TaskStream* directions, forms, and rubrics. Student teachers will create a Showcase Portfolio in their *TaskStream* account and copy the Showcase Portfolio to an external source such as a CD to be used for presentations and as a resume` addendum.

RESPONSIBILITIES OF STUDENT TEACHERS

Teaching is a profession, and as a profession, it has definite requirements and demanded levels of attainment. The student teaching experience gives the teacher-in-preparation opportunities to acquire and demonstrate professional qualifications. The student teaching experience begins when the student teacher registers at the University for the appropriate student teaching "course". At this point, the prospective teacher must assume and fulfill certain general responsibilities, which are suggested below:

1. The student teacher is expected to behave in a professional ethical manner at all times.
2. The student teacher will adhere to all policies and regulations of the cooperating school and the university.
3. The student teacher shall attend all of the student teaching meetings as scheduled.
4. The student teacher is expected to demonstrate mastery of content for the certification levels.
5. The student teacher shall provide the University supervisor a complete schedule of classes. It is necessary that the various members of the supervisory staff be able to reach the student teacher quickly for notification of placement interviews, change of cooperating school plans, and other professional matters.
6. The classroom supervisor, together with the University supervisor, and the student teacher, shall determine when actual teaching is to start. The student teaching program must operate smoothly with the regular work of the classroom, and the classroom supervisor has final decision and responsibility for this matter. There should

be no problem about meeting minimum standards in this respect, and the student teachers must remain in the all-day student teaching experience, either teaching or engaged in planned observations, until the end of the semester. Where the University holiday schedule and that of the cooperating school do not agree, the student teacher shall meet the attendance requirements of the cooperating school.

7. The student teacher shall provide time beyond the scheduled student teaching block for necessary conferences with the classroom supervisor and the University supervisor.
8. The student teacher shall be evaluated by the classroom supervisor, the University supervisor, and other members of the University professional teacher education staff. These evaluations may be general or specific. The University supervisor and the classroom supervisor shall assess the student teacher's competencies in all areas of effective teaching components.
9. All University supervision of the student teacher will be carried out by the assigned University supervisor with occasional visits being made by the Coordinator of Field Experiences. Other interested University faculty members may be invited to visit by the University supervisor, but such activity should be coordinated through the assigned University supervisor.
10. The student teacher shall be responsible for preparing daily lesson plans which meet Louisiana Teacher Assessment standards.

THE DAILY LESSON PLAN

The daily lesson plan is meant to extend and continue instruction from one class session to the next. Student teachers are required to have a written plan for every lesson taught. These plans shall be submitted to the classroom supervisor several days prior to the teaching of the lesson to allow for revisions to be made. A lesson plan format can be found on Moodle.

STUDENT TEACHER'S PROCEDURE FOR ARRANGING VIDEO-TAPING

During the student teaching semester, each student teacher will arrange to have one lesson video-taped. It is the student teacher's responsibility to secure the use of a video camcorder and tape the lesson. The candidate should first tape an "introduction". An introduction form can be found in the Appendix. The candidate will review the tape and write a critical analysis of his/her performance. The written critique and a short clip from the video will be uploaded to the candidate's *TaskStream* account.

The purposes of this activity are to provide the student teacher with a medium to present himself or herself "in action" to interviewing school systems and to practice self-reflection. Video camcorders & tripods may be checked out of the College of Education & Human Development Digital Media Studio in Strauss Hall, room 266. Contact the Technology Center, 342-3141, to determine availability of equipment and circulation procedures.

RESPONSIBILITIES OF THE CLASSROOM SUPERVISOR

- I. The classroom supervisor accepts some very definite responsibilities in the program of helping to educate beginning teachers. Essentially, the classroom supervisor is responsible for showing the student teacher how to put into practice the principles of teaching which the student teacher has already learned. The classroom supervisor initiates the student teacher into the practical work of teaching in such a manner as to help the student teacher avoid the mistakes beginning teachers are prone to make. Among the responsibilities, the classroom supervisor is to give such assistance to the student teacher and exercise such supervision as to assure that the students' learning will be enhanced as a result of their having a student teacher. The classroom supervisor should also:
 - A. Interpret to the student teacher the school's philosophy and policies, along with any special rules and regulations that may be in effect.

- B. Help the student teacher to understand the operation of the school program as a whole and know the role s/he is to play in it.
 - C. Insure the safety and welfare of students.
 - D. Inform the student teacher on such matters as the faculty lounge, the cafeteria, special rooms, and school equipment with special reference to the conditions under which the student teacher is to use them.
 - E. Inform the student teacher of the library facilities and encourage the use of technology teaching.
 - F. Assist in scheduling observations in other schools and classrooms.
 - G. Arrange conferences with the student teacher as needed to plan for teaching and to discuss problems that arise.
 - H. Maintain membership in appropriate professional organizations and make the student teacher aware of the benefits to be realized from such affiliations.
 - I. Convey to student teacher by example an attitude of understanding and empathy with all students.
- II. In working with the student teacher, the competent classroom supervisor:
- A. Is available for consultation and moral support when needed.
 - B. Helps the student teacher set goals and formulate educational philosophy.
 - C. Shares in planning with student teacher.
 - D. Originates and suggests new ideas without dominating the student teacher's thoughts and actions.
 - E. Establishes a feeling of security on the part of the student teacher by clarifying responsibilities throughout the student teaching period.
 - F. Offers continuous, specific, and constructive criticism in a sympathetic manner.
 - G. Helps the student teacher develop understanding of personal strengths and weaknesses in an attempt to build a healthy self-concept.
 - H. Invites the student teacher to participate in the professional activities of the faculty.
 - I. Shows willingness to consider new and different techniques in an open-minded manner.
- III. In helping the student teacher to make the transition from inactive teacher to active teacher, the competent classroom supervisor:
- A. Gradually allows the student teacher to accept increasing responsibility until full teaching responsibility is assumed.
 - B. Enhances the status of the student teacher in the eyes of students and avoids interrupting the student teacher to correct a mistake when the student teacher is in charge of the class.
 - C. Helps the student teacher understand teaching in relation to the entire school program.
 - D. Assists the student teacher in recognizing theories in such fields as child development, psychological principles, and curriculum changes.

- IV. In allowing the student teacher to observe personal characteristics and traits which are worthy of emulation, the competent classroom supervisor:
- A. Sets a good example for the student teacher in personal appearance, grooming, speech, and appropriate mannerisms;
 - B. Makes rational judgments, takes appropriate actions, and accepts responsibility for the consequences.
 - C. Knows own strengths and weaknesses and accepts self.
 - D. Reflects a positive professional attitude and a real liking and respect for teaching.
 - E. Exhibits interest in continuous self-improvement and educational advancement.
 - F. Reflects maturity, enthusiasm, and interest.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

- I. Participate in joint and individual conferences with the student teacher and the classroom supervisor.
- II. Observe each student teacher teach at least four times, keeping in mind those four observations is a minimum.
- III. Plan with the student teacher and/or classroom supervisor scheduled visits.
- IV. Complete the written evaluations upon observing the student teacher and share with the student teacher.
- V. Observe a student teacher at least the length of one full lesson each observation.
- VI. Be familiar with policies of the cooperating school and its school activities and interpret student teaching policies to interested persons.
- VII. Complete the First-Year Teacher Assessment for each student teacher.
- VIII. Lead student teachers in group critique sessions during the semester.
- IX. Be available for special conferences or visits requested by either the student teacher or the classroom supervisor.
- X. Be available to recommend teaching materials or to suggest various teaching techniques to be used by the student teacher.
- XI. Establish good public relations with the cooperative schools and its administrative staff.
- XII. Serve as a liaison between the University and the supervising school and its staff.
- XIII. Know the names of supervising principals, classroom supervisors, and student teachers.
- XIV. See that the necessary forms are completed and turned in by the student teacher and the classroom supervisor.
- XV. Turn in the evaluation visitation form for each student teacher at the end of each month and complete the forms online in *TaskStream*.
- XVI. Make recommendations to the Coordinator of Field Experiences concerning prospective classroom supervisors.

- XVII. Develop meaningful ways to help the student teacher develop skills in all areas of teaching; i.e. video-taping, analysis of plans, etc.

RESPONSIBILITIES OF THE COORDINATOR OF FIELD EXPERIENCES

The Coordinator of Field Experiences is responsible for administering and supervising the field experience program. Responsibilities include:

- I. Student teaching
 - A. Maintain a current list of cooperating schools and classroom supervisors by communicating with parish superintendents (or their representatives), school principals, and recommended teachers.
 - B. Select classroom supervisors at all levels and disciplines and orient them to the student teaching program.
 - C. Maintain certification credentials of classroom supervisors.
 - D. Assign student teachers in their respective content areas.
 - E. Determine each student teacher applicant's grade point average, course requirements and overall eligibility for student teaching.
 - F. Notify student teacher applicants of their eligibility for student teaching.
 - G. Coordinate the student teaching program with the University supervisors and classroom supervisors.
 - H. Maintain student records and placement information.
 - I. Provide supervision of student teachers when indicated.
 - J. Assign final grades for student teaching upon recommendation of the classroom supervisor and University supervisor.
 - K. Plan and conduct seminars for student teachers at scheduled intervals throughout the semester.
 - L. Prepare student teaching calendar.

OBSERVATIONS DURING STUDENT TEACHING

Student teachers are to complete one primary observation on their supervising teacher/teachers (depending on if they have one or two placements within the semester.) These will be recorded under Primary Observations in the Clinical and Field Experience Portal on TaskStream. The student teacher must also complete a minimum of five outside observations to be included in the Professional Notebook and recorded in the *TaskStream* account for Clinical and Field Experiences. At least three should be in multi-cultural classroom settings outside of the school site in which they are assigned. These observations should afford the student teacher an opportunity to see a variety of teaching styles, curriculum models, and organizational patterns. It is intended, therefore, that these observations be planned in such a way as to bring the student teacher into contact with a variety of teachers, schools, and students. To satisfy the requirement of this component of the student teaching program and to ensure the broadest possible range of experiences, the student teacher must make each of the three multi-cultural observations with three different teachers in three different schools. The remaining two observations may be completed within their assigned school site with classroom teachers other than their assigned supervisor. Other student teachers are not to be observed as a part of this activity. It is suggested that these observations be scheduled during the first two months of student teaching. The observation form is found in the Appendix.

A SUGGESTED SCHEDULE FOR STUDENT TEACHING

First Few Days:

Twenty hours of observation at the beginning of student teaching: (Primary Observations)

The student teacher should observe the classroom supervisor, learn the names of the students, become acquainted with materials and equipment, study school policies, learn about the community, learn names of faculty members and arrange a brief conference with the principal. These hours should be recorded on the Primary Observation Form in the *TaskStream* account for clinical and field experiences.

First Full Week:

The student teacher should begin a schedule of:

1. Two hours of assisting the teacher with such duties as helping individual students, making announcements, and handling matters that pertain to classroom routines;
2. Two hours of teaching;
3. Two hours of planning; this should be uninterrupted time; the purpose is to utilize resources at the school; it is not for typing lesson plans.

The **remaining weeks** should follow somewhat the same schedule with the following additions:

- Second month – Complete the five observations
- Third month - Complete “solo” week and Assessment
- Fourth month - Complete second “solo” week and portfolio*
- Fifth month - Return to teaching 2 hours each day

**Two Solo weeks are only required if you have two placement sites. Solo weeks should be separated by at least one week; that is, no back-to-back solos.*

NOTE: For secondary student teachers, it is important that they be able to teach all students before the solo week.

Solo Lesson Plans - core subjects need to be as complete as possible, but others such as art or physical education do not require as much detail but all plans must be on ULM Lesson Plan format.

PROCEDURES TO APPLY FOR A SECOND STUDENT TEACHING EXPERIENCE

A student teacher who fails or is directed to withdraw from student teaching, practicum, or internship must file a written request to the Undergraduate Review Committee for a second student teaching experience. This request must be approved by the Undergraduate Review Committee, the Coordinator of Field Experiences, and the Dean of the College of Education and Human Development prior to the submission of an application. A student may not attempt student teaching a third time.