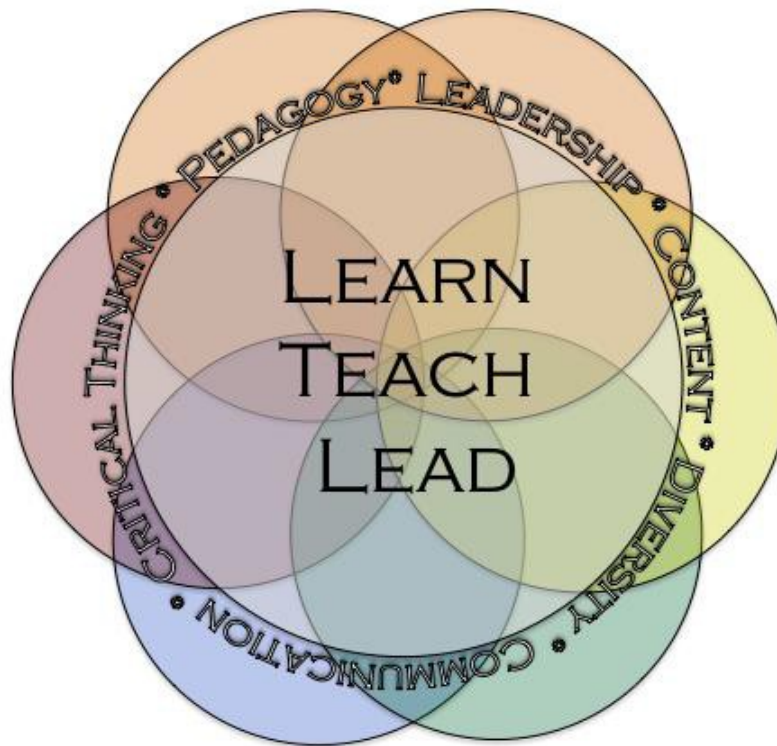


College of Education

Undergraduate Candidate Handbook



THE TEACHER EDUCATION PROGRAM AT UAH

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Introduction to the Field Experience Program

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

The FEP is designed to provide a continuum of experiences that enables candidates acquire the knowledge, skills, and dispositions essential to their growth as professionals. Candidates are expected to complete 210 hours of field experiences prior to the internship. Each semester candidates will complete a minimum of 65 hours in a school setting, as they move from simply observing, participating and tutoring students during Block 1 experiences, to teaching small group and whole class lessons during Blocks 2 and 3 experiences and finally assuming full responsibility for the classroom during their student teaching.

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

Candidates enrolled in Blocks 1 field experiences will focus primarily on *Diversity*. Candidates enrolled in Blocks 2 and 3 field experiences will focus on developing as *Content* and *Pedagogy*; they will refine their competencies in the area of *Diversity*. Candidates enrolled in the internship—will demonstrate their abilities in all competencies as a high level. At all levels, candidates will demonstrate increasing competency in the areas of *Communications*, *Critical Thinking*, and *Professionalism*.

Field experiences are an integral component of the course requirements and curricula. Failure to successfully complete field experiences will result in incomplete grades and/or course failure and will delay and/or prevent the candidate's admission to the Teacher Education Program or the internship.

Competency Focus for Field Experiences

Level of Field Experiences	Setting	Grade Level Placements
Block 1. Competency Focus: Diversity	Urban Title I Schools Huntsville City Schools All candidates will have one week near the middle of the semester where on-campus classes are cancelled – students are expected to be at their assigned school for 3-5 consecutive days.	Elementary: Grades K-2 Secondary: Middle or High schools P-12: K-6 EC/ECSE: Grades K-2
Block 2 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **Teaching, **Assessing, **Managing the Learning Environment 	Rural Schools Madison County Schools **ARI & AMSIT Schools All candidates will have one week near the middle of the semester where on-campus classes are cancelled – students are expected to be at their assigned school for 3-5 consecutive days.	Elementary: ED 375: grades K-2 ED 405: grades 3-5 Secondary: High or Middle schools P-12 Music: high schools EC/ECSE: Early Intervention (child care center or homes) Elementary education majors should plan to spend the equivalent of one full day in schools each week.
Block 3 Competency Focus: <ul style="list-style-type: none"> • Content • Pedagogy <ul style="list-style-type: none"> **Teaching, **Assessing, **Managing the Learning Environment 	EED: Suburban Schools (high SES) – Madison City or Huntsville City** SED: Madison City or Huntsville City schools** **ARI & AMSTI Schools All candidates will have one week near the middle of the semester where on-campus classes are cancelled – students are expected to be at their assigned school for 3-5 consecutive days.	Elementary –ED 375 - grades K-2 ED 405 - grades 3-5 Secondary – High or Middle schools P-12 Music – Elementary, Middle or High schools EC/ECSE: RISE School (Head Start) Elementary education majors should plan to spend the equivalent of one full day in schools each week.
Summer	EDC 302 & 341 –Madison City School Extended Year Program	OR EHL 406 – Huntsville or Madison City ELL Camps
Internship All Competencies	Placements Varied	Elementary: K-3 and 3-5 Secondary & Middle and High School Music/Art/PE: K-6 and 6-12

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

Field Experience Guidelines for Elementary Education Candidates

Block 1: ED 301, ED 307, ED 308, EDC 301, EDC 311

Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school, learners, and creating a safe, supportive classroom.

Competencies: *Diversity*

Grades K-2

The candidate will:

- Observe and assist a classroom teacher in their teaching field.
- Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 2 hours per week for 10 weeks)
- Document the field experiences in a set of field notes or daily journal

Write reflective entries about each day's experiences.

Fall Methods Block: CONTENT FOCUS

ED 372, 373, 374, 375 or ED 405, and

EDC 321 or EHL 405

Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in reading, math, science and social studies.

ED 375 – Primary Grades K-2 or ED

405 – Intermediate Grades 3-5

Week-long practicum included in FE

Competencies: *Content,, Pedagogy, Critical Thinking*

The candidate will:

- Observe and assist the teacher
- Tutor or assist students in these content areas (individualized or small group instruction)
- Develop and teach lessons in math, science, and reading
- Design assessments, use the data to plan instruction and monitor and measure student learning
- Use available materials and resources, including technology
- Note professional development resources for teaching in these content areas
- Participate in professional development activities
- Engage in self-evaluation and reflection on lessons taught
- Maintain a set of field notes with reflective journal entries

Spring Methods Block: LITERACY FOCUS

ED 315, 371, and 375 or 405

EDC 331, 351 or EHL 407, 409

Focus: Candidates should observe and participate in classrooms in an ARI/AMSTI school setting. They will focus on teaching and assessing learning of students in reading, language arts.

ED 375 - Primary Grades K-2 or

ED 405 – Intermediate Grades 3-5

Week-long practicum included in FE

Competencies: *Content, Pedagogy, Critical Thinking*

The candidate will:

- Observe and assist the teacher
- Tutor or assist students in these content areas (individualized or small group instruction)
- Develop and teach lessons in language arts and social studies
- Develop and teach lesson(s)/units that integrate across the curriculum
- Design assessments, use data to plan instruction and monitor and measure student learning
- Use available school and community resources, including technology
- Participate in professional development activities
- Engage in self-evaluation and reflection on lessons taught.
- Maintain a set of field notes with reflective journal entries

Summer: EDC 302 and 341 – Madison City Schools Extended Year Program OR

EHL 406 – Madison City or Huntsville Camp for Second Language Students

ED 493 – Internship

Focus: Candidates should demonstrate knowledge, skills, dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.

Field Experience Guidelines for Secondary and P-12 Education Candidates

<p>Block 1: ED 301, ED 307, ED 308, EDC 301, EDC 311 Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school the learners and creating a safe, supportive classroom environment. Competencies: <i>Diversity</i> Secondary - Middle School P-12 Music – K-6 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field. • Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 1 hour per week for 10 weeks) • Document the field experiences in a set of field notes or daily journal • Write reflective entries about each day’s experiences. 	
<p>Fall Methods Block3: ED 408 & Methods Courses Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in their teaching field. Secondary– High School P-12 Music – High School Competencies: <i>Content, Pedagogy</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Tutor or assist students in their teaching field (individualized or small group instruction) • Develop and teach lessons in their teaching field • Design assessments and use the data to plan instruction and monitor and measure student learning. • Use available materials and resources, including technology • Note professional development resources for teaching in these content areas • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught • Maintain a set of field notes with reflective journal entries 	<p>Spring Methods Block : ED 410 & Methods Courses Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in content areas. Secondary – Middle School P-12 – Elementary, Middle or High School Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Develop and teach lessons (units)in their teaching field, integrating content across the curriculum • Design assessments and use data to plan instruction and monitor and measure student learning • Tutor or assist students in these content areas (individualized or small group instruction • Use available school and community resources, including technology • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught. • Maintain a set of field notes with reflective journal entries
<p>ED 497 or ED 499 – Internship Focus: Candidates should demonstrate knowledge, skills, and dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	