



ALLIANCE UNIVERSITY School of Education



FIELD EXPERIENCE GUIDEBOOK (UGD)

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School of Education Field Experience Overview

Field Experience Philosophy

The basic philosophy undergirding the field experiences of Alliance University School of Education teacher candidates is three-fold: diversity, application, and service. These three relate to our conceptual framework (Service, Academics, Leadership, Teaching) overtly through the "service" component and are interwoven through "diversity" and "application". We want our teacher candidates to be well informed of the possibilities that await them in their intended career and to offer them opportunities to discover their niche in the overall academic structure. We also want to see our candidates' dispositions play out in a professional setting so as to affirm positive attitudes and behaviors, encourage growth, and mediate concerns. The layout of the minimum of 100 hours of field experience required prior to student teaching avails us and our candidates of these pieces.

First, the experiences are designed to be diversified in grade/developmental level, school diversity, and collaborating teacher style. Candidates, regardless of intended certification, are expected to experience the student developmental spectrum from elementary through middle school before focusing on classrooms within their specific certificate range. Similarly, candidates are also required to interact with students whose developmental levels are significantly different than that of their peers. Alliance University is fortunate to be situated among schools with such diverse populations of students and faculty with regard to their cultural and socio-economic backgrounds, and our students take advantage of interacting with that richness of perspective. Alliance University teacher candidates are involved with high needs districts as well. Candidates are placed with a number of collaborating teachers throughout their tenure in the program, exposing them to a variety of teaching styles and classroom management styles in a way that begins shaping their own sense of presence in the classroom and their ability to interact with professional colleagues (Leadership).

Second, all field experiences are connected to specific coursework with the intent that theory will become application. The professors of the co-requisite courses assign to the teacher candidates specific tasks for field experience that relate to topics addressed in class. Such application increases the level of understanding and retention of the candidates' studies (Academics). The degree, difficulty, and percent of time spent on application in the collaborating classroom increases as the candidate progresses in the program, developing the candidates' skills (Teaching). Professors follow-up with the candidates through classroom observation and evaluation of their assignments completed in the placements.

- First Year Field Experience (EDU 191), a component of the Foundations of Education course (EDU 246); candidates are involved in full-day observation of an urban private school setting and/or public school setting.
- Second Year Field Experiences (EDU 292), components of Teaching and Learning Strategies (EDU 259) courses; candidates are involved in observing, assisting and tutoring students, with the majority of hours in assisting and tutoring.
- Third Year Field Experiences (EDU 391/392), components of the pedagogical methods courses; candidates are involved in observing, assisting, tutoring, and teaching students, with the majority of hours actively involved in the classroom doing tasks assigned by the collaborating teacher and professors.

Third, teacher candidates and professors are expected to maintain an attitude of service to the students and collaborating teachers in the collaborating classrooms. While field experiences do serve the educational interests of our teacher candidates, we desire the relationships that are built to be mutually beneficial. Candidates are expected, to the best of their ability, to aid students in the learning process, to assist collaborating teachers in the efficient functioning of the classroom, to display an attitude that energizes the classroom, and to arrange visitation to the classroom at the collaborating teacher's convenience (Service). Likewise, professors and University coordinating staff are expected, to the best

of their ability, to attend to the various aspects of placements, assignments, and supervision of field experience to maintain the mutuality of benefits to all parties involved and make adjustments as necessary.

General Personnel Guidelines

...For the Teacher Candidate

During visits to your assigned school, remember that you are an ambassador of Alliance University and the School of Education. You are in a professional role, building your reputation in the world of educators.

General Expectations of all Teacher Candidates:

- Commit to creating a positive experience for yourself, your students and the collaborating teacher.
- Demonstrate professionalism through dress (modest and “business casual”), behavior, and ethical practice.
- Show a sense of loyalty to your assigned school and Alliance University.
- Read the information that has been given to you. Make notes and ask questions about parts you do not understand. Become familiar with the policies and procedures of the school and collaborating teacher.
- Be punctual and consistent in your attendance--do not expect to arrive late, leave early, or modify your schedule from week to week. Sign in and out at the correct time.
- Keep your Alliance University ID badge prominently displayed on your clothing when visiting schools; some may additionally require a visitor badge to be worn.
- Maintain good health and safety practices.
- Recognize that the classroom is the ultimate responsibility of the collaborating teacher and that any variation from standard procedures should be discussed in advance with the teacher.
- Be considerate and respectful when your teacher is conducting class. Do not hold competing conversations or cause other classroom distractions (cell phones OFF--not vibrate mode). Be aware of and follow classroom rules.
- Become actively involved with the teacher, with the students, and in the classroom activities. Look for ways that you can contribute.
- Help clean up after any activity in which you participate. The collaborating teacher will be most grateful.
- Have all materials required by the field experience coordinator (Log of Hours form and Field Experience Self-Evaluation) and your professor completed and ready to submit.
- Send a "Thank You" note to your cooperating teacher as a gesture of gratitude and respect. Be specific about what you learned and what you are grateful for.

Additional expectations for specific field experiences are listed in their respective sections.

...For the Course Professor or Clinical Experience Coordinator

The Alliance University Course Professor works as a liaison to monitor students and to serve as a link with the partnership school and the Alliance University Clinical Experience Coordinator. As a liaison, your role is to:

- Act as a support to students and partnership school staff (both);
- Assist in linking coursework goals and activities with the field experience (course professor);
- Monitor teacher candidate's experience on a weekly basis (course professor);
- Troubleshoot with students if the need arises (course professor);
- Document monitoring efforts and particular concerns (course professor);
- Attend all University-affiliated meetings regarding the field experience (course professor);
- Provide evaluation links to the teacher candidate and to the cooperating teacher (CEC).

...For the Collaborating Teacher

As you work with Alliance University School of Education teacher candidates, your role is to:

- Become familiar with the standards, purpose and requirements the teacher candidate must meet to earn credit for this field experience.
- Help the field experience teacher candidate feel welcome and inform the students in your class about the role of the teacher candidate.
- As time permits, talk to the teacher candidate about teaching practices and student needs.
- Model good teaching and communication with students in your class as an example for the teacher candidate.
- Be informed of the name and schedule of the University's Course Professor or Clinical Experience Coordinator with whom to communicate when needed.
- Have high expectations of professionalism for the field experience teacher candidate:
 - punctuality and consistency in attendance;
 - appropriate behavior with students;
 - ability to maintain confidentiality;
 - appropriate and professional dress and demeanor.
- At the end of the field experience, submit the teacher candidate's Field Experience Evaluation (online survey) to the University's Clinical Experience Coordinator.

Additional expectations for specific field experiences are listed in their respective sections.

...For the School Principal

The administrator of a partnership school assists with the success of a field experience program.

- Accept as a major professional commitment the significance of the field experience program in the preparation of teachers.
- Assist in the selection of qualified, experienced, and professionally committed collaborating teachers who are willing to provide meaningful experiences in their classrooms to field experience teacher candidates.
- Prior to the start of each semester, communicate with the University's Clinical Experience Coordinator the number of placements possible in the school and the appropriate times they could be used.
- Arrange with field experience teacher candidates, in their first contact, a time to discuss school expectations of their behavior and professional demeanor.
- Arrange specific field experience teacher candidate placements in classrooms or special programs.
- Introduce the field experience teacher candidate to the classroom or special program teacher.
- Check periodically with the collaborating teachers regarding the efficacy of the experience and the assignment.
- Report any problems to the University's Clinical Experience Coordinator.

Thank you for having field experience teacher candidates in your building!

Placement Difficulties and Intervention Plan

You should use professionalism in all situations. When you display the required dispositions outlined in the Professional Character & Conduct Statement and in the Field Experience Contract, there should be few to no problems that arise.

If you experience or have reason to be concerned with your Cooperating Teacher, contact your Course Professor to discuss strategies for handling the situation in a professional, discrete manner.

If the Cooperating Teacher recognizes a concern with your performance or dispositions, the Cooperating Teacher should contact the Course Professor (and/or Clinical Experience Coordinator)

immediately. If merited and when possible, a conference should be scheduled with you, the Cooperating Teacher, and the Course Professor.

An Intervention Plan (IP) is a written plan that states what you must do to successfully accomplish the requirements of the field experience placement after initial concerns are brought to attention. Requirements and expectations identified in the IP must be met in order to continue in the placement, even if you do not agree to sign. If you do not comply with the expectations of the IP, you will be removed from the placement and a new placement will not be sought. Further consequences for not meeting the requirements by the identified date will be stated in the IP. The IP should clearly identify plans for re-evaluation and the individual responsible for follow-up.

If you do not display all of the appropriate dispositions and are removed from a field experience placement, the SOE is not required to find another placement, nor is a PreK-12 school required to offer a new placement. You may be removed from the SOE or asked to repeat the field experience course again the next semester when another placement can be sought.

Field Experience Course Descriptions

All field experience is non-credit bearing.

Requirements for All Education Majors—Years 1-2

EDU 191 First Year Field Experience:

Ten hours of supervised field experience focusing on classroom observation.
Required for EDU 246 Foundations of Education.

EDU 292 Second Year Field Experience:

Twenty hours of field experience with an emphasis on tutoring.
Required for EDU 259 Teaching and Learning Strategies.

Requirements for Specific Education Majors—Year 3

...For Childhood Education / Christian School Education

EDU 391 Third Year Fall Field Experience (Childhood):

Thirty-five hours of tutoring and other 1st-6th classroom responsibilities. Required for EDU 331 Methods of Science and EDU 332 Methods of Social Studies.

EDU 392 Third Year Spring Field Experience (Childhood):

Thirty-five hours of field experience in 1st-6th grade school setting. Required for EDU 334 Literacy II, and EDU 336 Methods of Teaching Math in Elementary School.

...For Music Education

EDM 391 Third Year Fall Field Experience (Music Ed):

Thirty-five hours of supervised field experience in grades 1-6 elementary music with emphasis on tutoring. Required prior to or in conjunction with EDM 441 or EDM 444.

EDM 392 Third Year Spring Field Experience (Music Ed):

Thirty-five hours of supervised field experience in grades 7-12 secondary music with emphasis on tutoring. Required prior to or in conjunction with EDM 441 or 444.

School of Education Standards

Service

1 Individual

The teacher, informed by a Christian worldview, engages students in meaningful learning tasks and helps them to value exploration of important personal and global issues.

2 Community

The teacher, using a servant-leader model, creates positive relationships and works collaboratively with families, schools, and community agencies to improve schools, support student learning, and secure the well-being of all students. (10)*

3 World

The teacher understands how children from varied cultural backgrounds differ in their approaches to learning, provides instructional opportunities based upon their needs, and instills in them respect for world cultures and ethnic differences. (3)

Academics

4 Disciplines

The teacher understands the central concepts, tools of inquiry, and the academic standards of the discipline(s). (1)

5 Theories

The teacher uses an understanding of developmental learning theories and can provide learning opportunities that support students' intellectual, social, and personal development. (2)

6 Connections

The teacher explores and integrates important themes and topics that appear within and across disciplines and provides linkage with students' prior knowledge and understanding.

Leadership

7 Vision

The teacher articulates a clear plan(s) for establishing and managing a productive, inclusive, stimulating, and safe learning environment. (5)

8 Communication

The teacher uses effective oral, written, and visual representation with the support of media and technological applications to foster active inquiry, collaboration, and interaction in the classroom. (6)

9 Professionalism

The teacher is a reflective practitioner who actively demonstrates ethical behavior consistent with the Christian faith and engages in professional activities in order to improve school performance, strengthen professional collaborations, and promote personal teaching effectiveness. (9)

Teaching

10 Plan

The teacher demonstrates an ability to plan instruction based on student need, curriculum frameworks, and academic standards, while maintaining a Christian worldview. (7)

11 Strategy

The teacher uses multiple teaching strategies to actively motivate and engage students in a collaborative learning environment.

12 Assessment

The teacher uses formative and summative measures reflecting academic standards, bases his (her) instruction on ongoing assessment, and encourages students to monitor their own learning. (8)

* InTASC Standards are in ().

Philosophy of Alliance University School of Ed

Mission

Alliance University aspires to foster intellectual development, social responsibility, **and** spiritual growth, as represented by the University motto Pursuing Truth and Preparing for Service. To fulfill these aspirations, the unit (School of Education faculty and staff) is committed to the preparation of professional educators who are knowledgeable of professional standards, devoted to their faith, skilled in assessment, pedagogically competent, life-long learners, and capable of working effectively with diverse populations in a constantly changing global community.

Therefore, it is the mission of the School of Education to prepare and equip teacher candidates spiritually, intellectually, and socially to provide ethical, exemplary, equitable instruction to a diverse student population in a variety of cultures, contexts, and communities.

Philosophy

The unit shares the vision of the University to develop candidates who pursue truth and are prepared for service. The core value of the University to emphasize the integration of faith, learning, and personal transformation is central to the underlying philosophy of the unit. Teacher candidates are prepared using the lens of evangelical Christianity to focus content and pedagogy in order to become capable, caring, reflective professional educators serving communities throughout the world or around the corner.

The core values of Alliance University are present in the philosophy and goals of the unit. The University seeks to exalt Jesus Christ and fulfill its mission by being:

- Socially Relevant: Preparing students to serve in ministerial, educational, healing, and community-building professions.
- Academically Excellent: Pursuing academic excellence in the spirit of grace and humility.
- Globally Engaged: Fostering a global perspective within a multi-ethnic and multicultural Christian academic community.
- Intentionally Diverse: Providing educational access and support to motivated students from diverse socioeconomic backgrounds.
- Personally Transforming: Emphasizing the integration of faith, learning, and spiritual transformation.

The professional faculty of the unit believes several fundamental values for educators are derived from a Christian worldview. These values are embedded in the SALT conceptual framework.

Service expresses the belief that teacher candidates are to be focused on others rather than themselves. This belief moves the candidate from a teacher-centered approach to a student-centered model of teaching and learning, one that includes service to family and community. Candidates are called to have servant hearts and to use their knowledge, skills, and dispositions to positively transform their school, community, and world. In this way candidates reflect A. B. Simpson's founding principles for Alliance University in 1882 that are best expressed by Jesus' words found in the Gospel of Mark, "If anyone wants to be first, he must be the very last, and the servant of all." (Mark 9:35).

Academics is the pursuit of truth, which begins with a knowledge and understanding of God and leads to spiritual and moral understandings, as well as values the traditional content and pedagogical knowledge. The School of Education teaches candidates that "The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding." (Proverbs 9:10) It follows that teacher candidates must meet a stringent core curriculum and content specialization. This produces a

candidate not only well rounded in the liberal arts, but also competent in a variety of disciplines. The candidate also possesses an expertise in a selected field of study, understands the theoretical underpinnings that support educational advancement, and sees the connection, or integration, of content, theory and practice. Education courses build on the footings of content (and theory) and interconnect to provide knowledge and understanding of the teaching and learning process. Foundational to the understanding of both content and pedagogy are the moral and ethical perspectives that inform dispositions. Candidates are prepared to use the tools of learning and inquiry to integrate strands of technology, and to assimilate pedagogy and content into practice.

Leadership in a servant model is by example. Professional faculty and candidates endeavor to model the behaviors and dispositions born of the values and morals of the Christian life. Candidates are encouraged to follow the injunction of St. Paul: “I urge you to live a life worthy of the calling you have received.” (Ephesians 4:1) These values give vision to leadership based on principles of equity and diversity that transform school and community. Candidates follow a higher calling and become agents of transformation upon graduation. They are expected to be role models personally and professionally, communicating by actions and word the values that drive them to serve others before themselves. As educators, they are expected to have a vision to serve a diverse student population and provide students with opportunities to become successful individuals in a global community.

Teaching is developing the capabilities of the individual. All individuals are valued as God’s special creation and, as a result, are valued for who they are and what they can become. This is modeled after the concern God has for the teaching of each individual as reported by the Psalmist: “I will instruct you and teach you the way you should go.” (Psalm 32:8) Effective teaching is a thoughtful process that assesses and reflects on past performance and informs future practice. The teacher strategically balances the science of pedagogy with the art of addressing the individual need of each student through appropriately differentiated instruction. Teachers establish a collaborative classroom environment, where success of all students is equally important, and a nurturing climate that reflects high expectations, equity, and compassion.

The SALT conceptual framework clarifies the unit’s values and beliefs, and establishes a standard of excellence for teacher candidates and for ongoing professional program development and improvement.

Purpose

The purpose of this unit is for its candidates to acquire necessary knowledge, skills, and dispositions to become effective professional educators as described in our mission and philosophy statements. Educators take active responsibility for discerning what and how they teach, as well as the broader goals of education toward which they are striving. They take careful responsibility for the development of the critical and creative abilities of their students. As caring practitioners and social agents reflecting Christian values, teacher candidates are expected to demonstrate a respect for the dignity and worth of the individual and the pluralism of community accompanied by compassion and service.

Therefore, it becomes the goals of this unit to:

Service

- Equip candidates with a competency in working with diverse student groups by the use of effective teaching methods.
- Instill within the candidates sensitivity to individual and cultural diversity as they work within a variety of contexts and communities and understand the benefits of partnering to improve education.
- Guide candidates to an understanding of the impact of teaching on the greater community and the world.

Academics

- Enable candidates to articulate and apply appropriate competency-based standards and principles addressing teaching, curriculum, assessment, equity, and technology, and to demonstrate the associated ethical dispositions.
- Empower candidates to articulate, demonstrate, and value the interconnectedness of academic standards, dispositions related to academics, and the broad philosophical connections, resulting in well-rounded academic preparedness for the teaching profession.
- Prepare candidates with research-based understandings and skills to create a bridge among educational theory, research, and practice in response to the educational, social and psychological needs of society.

Leadership

- Develop candidates as transformative leaders as they envision and implement a nurturing, stimulating, inclusive, international environment for students, schools and communities.
- Prepare candidates to effectively communicate with diverse populations in a variety of media and modes, as they voice ethical dispositions regarding issues of justice, access, and equity while employing a filter of a Christian worldview.
- Engage candidates in professional growth activity so they may respond to educational needs of diverse learners, schools and communities with insight, vision and collaborative effort.

Teaching

- Develop candidates who are able to design, implement, and evaluate appropriateness of instruction and refine practices.
- Prepare candidates willing to work strategically together with professional partners, colleagues and community to facilitate the implementation of collaborative learning environments in professional education and K-12 settings.
- Equip candidates with an understanding of effective ways to utilize appropriate assessment-based approaches for the improvement of student learning and educational practice.

Clearance(s) to Participate in Field Experience

Please be advised that fingerprint/background checks usually are not transferable from one organization to another. Depending on where you are seeking to complete field experiences and then practicum/student teaching, you may need to go through several of these processes.

New York City / New York State

NYC Fingerprinting

For self-registration in the Personnel Eligibility Tracking System (PETS)...

Step One: Email PETSAdminSupport@schools.nyc.gov with all of the following information:

- Your name, home address, phone number, and date of birth;
- Your purpose “I would like to register to complete fieldwork/student teaching as part of my program at Alliance University.”
- Your Alliance University ID;
- A scanned image of your signed social security card;
- Your government issued photo ID (driver’s license, passport, State ID).

Step Two: Follow Instructions. You will receive a “nomination” email from PETS; follow all instructions, including completing any forms on Applicant Gateway.

Step Three: Get Fingerprinted. Email HRCServiceCenter@schools.nyc.gov to schedule an appointment. Then, go to HR Connect Walk-in Center, 65 Court St., first floor, Brooklyn (M-F 9-5) with the following:

- Bring documents from Step One;
- Bring fingerprinting payment of approximately \$135 (personal check/money order; debit/credit card—not AmEx)

Step Four: Check TEACH. In order to share your NYC fingerprint record with NYSED for teacher certification purposes, you must complete and submit [OSPRA 104](#) as directed on the form. When the process is successful your TEACH account will state “Your DCJS and FBI records have been received.” Work with the Clinical Placement Coordinator to secure a placement at a school.

NYSED Fingerprinting

Fingerprinting through MorphoTrust provides clearance for both teacher certification and for clearance to participate in observation/experience at local schools, as records can be searched in TEACH by SSN. Some schools may require an additional separate clearance process anyway based on local district rules. The fingerprint application fee as of January 1, 2022 is: Total Fee \$101.75

Step One: Schedule an Appointment

Click the link to schedule an appointment: <https://uenroll.identogo.com/workflows/14ZGQT>.

Step Two: Get Fingerprinted. Follow directions for the site at which you booked an appointment:

- Bring photo ID (a driver’s license, passport, or other government issued photo ID with name, date of birth, gender, height, eye color and address) and appointment confirmation from Step One;
- Bring fingerprinting payment of approximately \$135 (personal check/money order; credit card)

Step Three: Check TEACH. When the process is successful your TEACH account will state “Your DCJS and FBI records have been received.” Work with the Clinical Placement Coordinator to secure a placement at a school.

New Jersey

Most schools in New Jersey require a Substitute Credential for clearance to observe or complete clinical experiences.

Step One: Seek and Obtain a Sponsor School District or Organization for Criminal History Record Clearance

The sponsoring organization should be the school district that the candidate will serve. If the candidate plans to substitute in multiple school districts, he or she must select at least one for application purposes.

Step Two: Complete Criminal History Record Check Process

1. Pay administrative fee(s) for the [criminal history background clearance](#) and print out the Identogo New Jersey Universal Fingerprint Form from the New Jersey Department of Education (NJDOE) [Office of Student Protection webpage](#) (\$11);
2. Go to the [Identogo Website](#) to schedule an appointment and pay fingerprinting fees (\$66.05 for those who have never been fingerprinted in New Jersey, or \$29.75 if previously printed through the NJDOE subsequent to March 2003).
3. Attend the scheduled appointment time and get fingerprinted. Make sure to bring the following to your scheduled appointment:
 - Picture Identification (ID) Note: Foreign passports will no longer be accepted as proof of identification;
 - Identogo New Jersey Universal Fingerprint Form; and
 - [Verify criminal history status form](#)

Step Three: Apply for the Substitute Credential Online

Create an account or log in to your existing account at <https://njedcert.force.com/manage/s/> and follow all directions for applying for the Substitute Credential.

Step Four: Check the Status of Your Credential

Check your NJEdCert account for the Substitute Credential. Once your credential has been issued, please work with the Clinical Placement Coordinator to secure a placement at a school.

Specifics for First Year Field Experience

Suggested Classroom Activities

First-Year Field Experience (EDU 191) is the first field experience in a public or private school setting for Alliance University School of Education students (teacher candidates) seeking to enter the teacher education program, and is connected to the EDU 246 course, Foundations of Education. The primary purpose of this field experience placement is for the EDU 246 teacher candidates to observe students and education professionals in the school setting. Additionally, EDU 246 teacher candidates will endeavor to connect the ideas taught in the Foundations of Education course on campus to the public or private school classroom setting. Ideally, a first year teacher candidate will spend most of the day observing students in a particular classroom and recording their findings, but also be engaged in various activities throughout the day, when possible and appropriate. The teacher candidates are encouraged to assist the collaborating teacher during their observation time.

Listed below are suggestions of productive ways to engage first year teacher candidates during classroom time. Teacher candidates are not limited to these activities. In a report, teacher candidates will describe any activities in which they engaged, indicating what was done and how it worked.

Activities

- Explore the building facility.
- Perform routine record-keeping tasks (e.g., attendance, lunch count)
- Accompany and observe children who attend special classes elsewhere in the building.
- Have lunch with the students in the cafeteria.
- Assist with playground supervision or hall, lunch, and/or bus duty.
- Read orally to the class.
- Work with individuals and small groups of children in various learning situations.
- Collect and distribute supplies and materials.
- Operate instructional equipment.

Checklist

Prior to beginning field experience:

- ❑ Read all Field Experience Guidebook pages addressing 1st year field experience.
- ❑ Arrange for transportation to and from your designated school.

During the field experience:

- ❑ Observe and participate meaningfully, noting what you need for assignments.

After the field experience:

- ❑ Participate in the in-class debriefing session and complete the observation questions.

Specifics for Second Year Field Experience

Suggested Classroom Activities

The primary purpose of the Second Year Field Experience placement is to tutor a student and follow that student through a teaching and learning process. Ideally, a field experience teacher candidate will work with a designated child for about 20-30 minutes each session. The field experience teacher candidates are available to tutor other children and assist the collaborating teacher during the remainder of the time.

The following are suggestions of productive ways for Second Year Field Experience teacher candidates to spend classroom time. Teacher candidates are not limited to these activities. Teacher candidates will describe each activity in the tutoring journal, indicating what was done, how it worked, what they learned, and what the student learned.

Activities

Classroom Environment

1. Observe the classroom climate. How frequently do you hear positive or supportive words within a ten-minute period? Record this observation in your journal, and include the words or phrases used.
2. Room design. Observe and draw a map of the arrangement of furniture in the classroom. Determine how the room design corresponds to the teaching style used in the classroom.
3. On-task behavior. Observe and take notes on the on-task behavior of a particular child in the classroom. Once every 60 seconds look at the child and record whether he or she appears to be on or off task. Do this for 15 minutes.
4. Transition time. Watch a student at a transition time. How much time does it take that child to get out work materials and become ready for the next activity? Record this observation in your journal.

Instruction

1. Tutor the same student for at least 20 minutes each week, as appropriate to class time/assignments.
2. Assist a child who has been absent and needs to catch up on a lesson missed.
3. Grade homework assignments/quizzes/tests.
4. Create a bulletin board.
5. Re-write a tutoring plan or procedure that did not work the first time. Change the materials or the activity so that the child will be successful.
6. Getting student attention. How many different ways does the teacher use to get student attention? List those in your journal.

Professional Responsibilities

Discuss with your Collaborating Teacher:

- classroom management and behavior guidance strategies
- bridge from school to home
- methods/systems of evaluation and grading
- how classroom observations are used to inform planning and curriculum
- how standardized test scores are used in the classroom for planning, diagnosis, and instruction
- non-instructional responsibilities
- the Code of Ethics for teachers
- behavior and dress in the workplace

Checklist

Prior to beginning field experience:

- ❑ Complete Second Year Field Experience Survey
- ❑ Read all Field Experience Guidebook pages addressing 2nd year field experience, paying particular attention to due dates and assignment content
- ❑ Obtain a school ID card and/or fingerprint clearance, if required
- ❑ Attend in-class orientation
- ❑ Set up and attend initial meeting with your collaborating teacher

Fingerprinting
See details on page 9 above.

During field experience:

- ❑ Complete the assignments prescribed by your professor (journal, Theory Application Project, etc.) and submit them to your professor.

After field experience:

- ❑ Send a Thank You note to your cooperating teacher.
- ❑ Submit the signed Log of Hours to your professor within one week following the final field experience date.
- ❑ Submit your Evaluation online (a link will be provided by the Clinical Experience Coordinator). A preview of your evaluation criteria is available at the end of the Guidebook.

Specifics for Third Year Field Experience

Suggested Classroom Activities

The primary purposes of the Third Year Field Experience placement are to become comfortable with the developmental range of learners within the certificate sought and to begin implementing the developmentally appropriate theories and practices studied in co-requisite methods courses. The Third Year Field Experience is a 70-hour minimum period of transition from the general insights gained from observation and one-on-one interaction with students (Second Year Field Experience) toward taking on a majority of teacher responsibilities during the upcoming student teaching experience.

The following are suggestions of productive ways for Third Year Field Experience teacher candidates to spend classroom time. Teacher candidates are not limited to these activities. Teacher candidates are expected to complete assignments related to their pedagogical coursework, as determined by their professors.

Activities

Classroom Environment

1. Observe the classroom climate. How frequently do you hear positive or supportive words within a ten-minute period? What is the teaching style used in the classroom? What are the classroom rules and how are they enforced?
2. Room design. Observe and draw a map of the arrangement of furniture in the classroom. Determine how the room design corresponds to the teaching style used in the classroom. What kind of environmental print is visible?
3. On-task behavior. Observe and take notes on the on-task behavior of several children in the classroom. For each child observed, once every 60 seconds look at the child and record whether he or she appears to be on or off task. Do this for 15 minutes. Repeat for each child observed.
4. Transition time. Watch several students at transition times. How much time does it take each child to get out work materials and become ready for the next activity? What techniques does the teacher use to transition students between activities and which techniques are most/least effective?

Instruction

1. Assist a child who has been absent and needs to catch up on a lesson missed.
2. Grade homework assignments, quizzes, and/or exams.
3. Research/Gather visuals and other resources for the collaborating teacher's lessons/centers/activities.
4. Oversee or direct group work.
5. Tutor a range of children:
 - Give an enrichment lesson to a gifted/talented child.
 - Review a lesson with a student who is learning disabled or has special educational needs.
 - Help edit/rewrite an assignment with an English language learner.
6. Develop a bulletin board.
7. Teach activities and lessons based on methods course(s) enrolled in co-requisite to the field experience.
 - Childhood Education / Christian School Education
 - ❖ Teach one phonics lesson or rendering of a story (Fall)
 - ❖ Teach one social studies lesson (Fall)
 - ❖ Teach one science lesson (Fall)

- ❖ Teach one mathematics lesson (Spring)
 - ❖ Teach one reading lesson (Spring)
 - ❖ Teach one remedial reading group (Spring)
 - Music Education
 - ❖ Teach one secondary small group music lesson
 - ❖ Teach one secondary large group music lesson
 - ❖ Teach two-three elementary music lessons at different grade levels
8. Getting student attention. How many different ways does the teacher use to get student attention?

Professional Responsibilities

Discuss with your Collaborating Teacher:

- classroom management and behavior guidance strategies
- bridge from school to home
- methods/systems of evaluation and grading
- how classroom observations are used to inform planning and curriculum
- how standardized test scores are used in the classroom for planning, diagnosis, and instruction
- non-instructional responsibilities
- the Code of Ethics for teachers
- behavior and dress in the workplace
- fire drills and lockdown procedures

Checklist

Prior to beginning field experience:

- ❑ Read all Field Experience Guidebook pages addressing 3rd year field experience, and note from your syllabi the due dates and assignment content related to fieldwork.
- ❑ Obtain a photo ID card and/or fingerprint clearance, if required
- ❑ Attend in-class orientation
- ❑ Attend on-site orientation with principal/director of your placement site
- ❑ Set up and attend initial meeting with your collaborating teacher

Fingerprinting
See details on page 9 above.

During field experience:

- ❑ Complete the assignments related to fieldwork as determined by your professor(s).

After field experience:

- ❑ Send a Thank You note to your cooperating teacher.
- ❑ Submit the signed Log of Hours to your professor within one week following the final field experience date.
- ❑ Submit your Evaluation online (a link will be provided by the Clinical Experience Coordinator). A preview of your evaluation criteria is available at the end of the Guidebook.

FIELD EXPERIENCE

Log of Hours

Teacher Candidate			Collaborating Teacher(s)		
Candidate's Name: Co-req Course(s): Required Hours:			School: Cooperating Teacher Name(s): Grade(s)/Subject(s):		
Established weekly schedule:			Mondays: Wednesdays: Fridays:	Tuesdays: Thursdays:	
<i>I understand that I must ensure that my students' and cooperating teacher's privacy is protected by ensuring that no personally identifying information is shared through any print or digital modality.</i>					
Signature:					
Date	Time / Period(s)	Hours (15 min blocks)	Verification Signature	Candidate's Punctuality	Optional Comments
				<input type="radio"/> as scheduled <input type="radio"/> late/rescheduled	
				<input type="radio"/> as scheduled <input type="radio"/> late/rescheduled	
				<input type="radio"/> as scheduled <input type="radio"/> late/rescheduled	
				<input type="radio"/> as scheduled <input type="radio"/> late/rescheduled	
				<input type="radio"/> as scheduled <input type="radio"/> late/rescheduled	
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				<input type="radio"/> as scheduled <input type="radio"/> late/rescheduled	
				<input type="radio"/> as scheduled <input type="radio"/> late/rescheduled	
Total Hours Earned:			Thanks so much for your hospitality! Please complete an evaluation of the teacher candidate.		

Teacher Signature: _____ **Date:** _____

Field Experience Grade: The completed Log of Hours is due to the Field Experience professor. Keep a copy of the completed log for your own records. Field experience is Pass/Fail based on completion of the required hours. Poor performance during the placement may result in being removed from the placement before the hours are completed, earning a grade of Fail. A self-evaluation is also required.

FIELD EXPERIENCE

General Evaluation Form

Field Experience Student's Name _____

Collaborating Teacher's Name _____

Collaborating Teachers: Thank you for opening your classroom to an Alliance University teacher candidate for field experience! We take your perspective seriously, so please take a few minutes to complete this evaluation or, preferably, the online version that will be sent by email at the end of field. We ask that you respond as accurately as you can to the evaluation below, since a candid assessment is the best way to help us provide formative feedback. This evaluation will be:

- used to give formative feedback to the candidate
- used to add evidence to our own to weigh a candidate's readiness to continue in the program, and
- aggregated as evidence of the quality of our preparation programs.

Activities and Overall Recommendation:

Please indicate the activities in which the candidate was involved in your classroom:

- Observation
- Helping individual students
- Helping groups of students
- Teaching
- Other (grading, bulletin boards, etc.)

Do you recommend, based on exhibited characteristics in your classroom, this candidate's ability to continue successfully in more intensive classroom participation (e.g., more field observations, student teaching)?

- Recommend
- Do not recommend
- Limited interaction—recommendation is neither affirmative nor negative

General Professionalism:

For each of the following categories, please select the phrase that most closely describes the field experience observer's behaviors or dispositions this semester. If there has been limited or no opportunity for observation of a particular category, please select N/A.

	DOES NOT MEET EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	N/A
Attendance patterns	<input type="checkbox"/> Absent/late 3 or more times	<input type="checkbox"/> Absent/late 1-2 times	<input type="checkbox"/> Punctual and dependable; gives advanced notice of emergencies	<input type="checkbox"/>
Professional appearance	<input type="checkbox"/> Unprofessional appearance (e.g., distracting, casual, unkempt, immodest, excessive tattoos/piercings)	<input type="checkbox"/> Appropriate appearance all but 1 or 2 times	<input type="checkbox"/> Appearance demonstrates respect for self and profession (e.g., business casual clothes, good hygiene/grooming)	<input type="checkbox"/>
Ethical behavior	<input type="checkbox"/> Behavior is concerning (e.g., dishonesty is suspected, illegal activity is suspected, interactions with students are of concern)		<input type="checkbox"/> Behaves ethically (e.g., honest, maintains confidentiality, keeps professional boundaries)	<input type="checkbox"/>
Professional attitude	<input type="checkbox"/> Demonstrates negative attitude (e.g., irritable, disinterested, refuses constructive feedback)	<input type="checkbox"/> Demonstrates pleasant attitude	<input type="checkbox"/> Demonstrates positive attitude (e.g., enthusiasm, accepts constructive feedback)	<input type="checkbox"/>
Respect for others	<input type="checkbox"/> Does not show enough respect (e.g., sarcastic, impatient, lack of attentiveness)	<input type="checkbox"/> Demonstrates basic respect for others (e.g., polite, attentive)	<input type="checkbox"/> Considers others' time, needs, feelings (e.g., appropriate tone, attentive, makes accommodations, responds quickly)	<input type="checkbox"/>
Professional drive	<input type="checkbox"/> Lacks initiative (e.g., disengaged, does not take opportunities to participate or improve)	<input type="checkbox"/> Participates actively when directed (e.g., class activities when prompted, but mostly observes and takes notes)	<input type="checkbox"/> Requests opportunities to improve on his/her range of teaching skills (e.g., asks professional questions, asks for increased involvement, looks at resources)	<input type="checkbox"/>
Rapport with cooperating teacher	<input type="checkbox"/> Interactions with teacher are flat or negative	<input type="checkbox"/> Interactions with teacher are positive	<input type="checkbox"/> Builds positive, engaging relationship with teacher	<input type="checkbox"/>
Rapport with students	<input type="checkbox"/> Interactions with students are flat or negative	<input type="checkbox"/> Interactions with students are positive	<input type="checkbox"/> Builds positive, engaging relationship with students	<input type="checkbox"/>
Engaging individual students	<input type="checkbox"/> Hesitates to engage individual students in instructional tasks; instruction is not effective	<input type="checkbox"/> Works with students when prompted; needs guidance to address learners' differences	<input type="checkbox"/> Takes initiative to work with individual students; instruction is appropriate to student needs	<input type="checkbox"/>

FIELD EXPERIENCE

General Evaluation Form

Engaging groups of students	<input type="checkbox"/> Hesitates to engage students in instructional groups; instruction is not effective	<input type="checkbox"/> Works with groups when prompted; needs guidance to address group learning proficiently	<input type="checkbox"/> Takes initiative in planning or managing group work to support student engagement and learning	<input type="checkbox"/>
Following directions	<input type="checkbox"/> Has difficulty implementing teacher's directions/lesson plans	<input type="checkbox"/> Requires some supervision for effective implementation	<input type="checkbox"/> Effectively implements teacher's directions/lesson plans	<input type="checkbox"/>
Written communication	<input type="checkbox"/> Writing lacks clarity or appropriateness to the audience (e.g., frequent grammatical/mechanical errors, confusing organization, word choice does not fit audience)	<input type="checkbox"/> Writing is appropriate for the context but needs minor clarification	<input type="checkbox"/> Writing is appropriate for the context and clear/effective (e.g., students easily understand and implement written directions, e-mail communication is professional and effective)	<input type="checkbox"/>
Verbal communication	<input type="checkbox"/> Speech lacks clarity or appropriateness to the audience (e.g., slang, confusing organization, word choice does not fit audience)	<input type="checkbox"/> Speech is appropriate for the context but needs minor clarification	<input type="checkbox"/> Speech is appropriate for the context and clear/effective (e.g., students easily understand and implement directions)	<input type="checkbox"/>
Content knowledge	<input type="checkbox"/> Demonstrates content knowledge inaccurately or with many gaps in understanding	<input type="checkbox"/> Demonstrates accurate, but limited, content knowledge (e.g., needs exposure to more concepts/works, needs to increase academic vocabulary/syntax)	<input type="checkbox"/> Demonstrates accurate content knowledge in academic language; shows intellectual curiosity (e.g., asks questions, researches)	<input type="checkbox"/>
Pedagogical knowledge	<input type="checkbox"/> Demonstrates pedagogical knowledge inaccurately or with many gaps in understanding	<input type="checkbox"/> Demonstrates accurate, but limited, pedagogical knowledge (e.g., needs exposure to more concepts/theories)	<input type="checkbox"/> Demonstrates accurate pedagogical knowledge; shows reflection (e.g., asks questions, researches, seeks feedback)	<input type="checkbox"/>

Please provide brief comments about the teacher candidate's strengths and weaknesses.

 Evaluator's Name (please print)

 Evaluator's Signature & Date

Collaborating Teacher Evaluation

Candidate Self-Evaluation