



UNIVERSITY *of*
NEW ORLEANS

**Department of Curriculum, Instruction &
Special Education**

FIELD EXPERIENCE HANDBOOK

2018 - 2019



Purpose:

Teacher candidates enrolled in the Department of Curriculum, Instruction and Special Education (CISE) are expected to complete field experiences, prior to enrollment in student teaching or capstone internship. The purpose of field experiences is to provide opportunities for teacher candidates to understand and reflect on the roles, themes and issues in education.

Mission Statement:

The Department of Curriculum, Instruction and Special Education prepares professionals for teaching in a broad variety of curricular areas at the baccalaureate and post-baccalaureate levels. The department prepares professionals to practice in culturally diverse settings and partners with schools in the Greater New Orleans area to improve both school and university programs. In addition, the department generates and disseminates applied, basic, and sponsored research concerning teaching and learning.

Conceptual Framework:

The Conceptual Framework of our education program involves the theory-practice-research interaction model that permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. The goal is to have candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

STATE Compass STANDARDS:

- 1c. Setting Instructional Outcomes
- 2c. Managing Classroom Procedures
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction

UNIT STANDARDS – ROLES AND RESPONSIBILITIES:**I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS**

- A. They establish a culture for learning by:
 1. Managing classroom procedures (Compass 2c)
 2. Managing student behavior
 3. Organizing physical space
 4. Organizing classrooms to integrate technology
 5. Maintaining accurate records using available technology
- B. They create an environment of respect and rapport by:
 1. Using cultural contexts in the classroom
 2. Demonstrating knowledge of diversity among students
 3. Presenting rationales for change to meet students' needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

- A. They understand and use curriculum and instruction by:
 - 1. Knowing content
 - 2. Knowing pedagogy
 - 3. Setting instructional outcomes (Compass 1c)
 - 4. Designing coherent instruction
 - 5. Designing student assessments
 - 6. Incorporating knowledge of diversity in the classroom
 - 7. Planning for the use of technologies in curriculum and instruction
 - 8. Demonstrating knowledge of resources, including technologies
 - 9. Planning for the use of collaborative group practices in the classroom
- B. They communicate effectively by:
 - 1. Incorporating effective written communication in the classroom
 - 2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

- A. They engage students in active learning (Compass 3c) by:
 - 1. Interacting effectively with students
 - 2. Demonstrating flexibility and responsiveness
 - 3. Integrating technology and other resources
- B. They integrate disciplines into instruction by:
 - 1. Applying connections to multiple disciplines
 - 2. Demonstrating connections to real life
- C. They use assessment in instruction by:
 - 1. Incorporating performance tasks in the classroom
 - 2. Using questioning and discussion techniques (Compass 3b)
 - 3. Using pre-assessment, formative assessment, and summative assessment appropriately (Compass 3d)
- D. They embed diversity in decision-making by:
 - 1. Selecting resources
 - 2. Delivering instruction
 - 3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

- A. They advocate for children, in terms of services and supports by:
 - 1. Communicating with families
 - 2. Demonstrating knowledge of resources in school and the community
- B. They collaborate to improve professional practice by:
 - 1. Engaging in a professional community
 - 2. Participating in professional development
 - 3. Collaborating with teachers and mentors
 - 4. Developing goals for social justice
 - 5. Using research-based practices that include current available technology
- C. They reflect on teaching and learning by:
 - 1. Focusing on cultural contexts and social justice
 - 2. Collecting and analyzing data to improve practice

What is a field experience?

The Council for Accreditation of Educator Preparation (CAEP) defines the term field experience as, “Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.” Field experiences may be either onsite or virtual (e.g., INVEST). Teacher candidates are expected to engage in early field experience in diverse settings and in varied grade levels and content areas. Once fully admitted in the Teacher Education Program, the majority of field experiences should take place in public school settings and in the grade levels or content areas in which the candidate is seeking certification. All onsite field experiences must be supervised by certified educators or college instructors.

What activities are considered field experiences?

The Department of Curriculum, Instruction and Special Education Program requires teacher candidates to visit sites in order to examine and apply theory in practice. Examples of field experiences may include: observations, interviews, one-on-one tutoring, small group and whole group instruction, and service related projects. In addition, virtual field experiences that are approved by a college instructor can satisfy the requirement.

Are all teacher candidates required to complete field experiences?

All teacher candidates seeking initial certification are required to complete and document field experiences. Field experiences are identified in course requirements for both the undergraduate and Master of Arts in Teaching (MAT) programs.

Do I earn academic credit for field experiences?

1. Field experiences may be embedded within a course (Appendices A - C). In this case, an instructor provides criterion for specific activities conducted in school settings. These activities are a part of the course requirements. The candidate does not receive additional academic credit but must complete specific assignments and record actual field experience hours.
2. Teacher candidates enrolled in the undergraduate integrated/merged program enroll in 2 practica for which they earn academic credit (6 credit hours).

How many field experience hours are recommended?

The state of Louisiana recommends that all teacher candidates accumulate 180 clock hours of field experiences prior to student teaching and/or capstone internship.

How do I get enough field experience hours?

Some programs include course work that provide enough field experience hours. In some cases, additional field experiences may be assigned and conducted by the teacher candidate. Please refer to Appendix D for a listing of Supplemental Field Experiences.

How do I document my field experiences?

In addition to completing and submitting assignments required by the instructor, all field experiences must be documented using the field experience form and in LiveText. Candidates will submit entries using the field experience form throughout the semester. Each semester, the assessment coordinator emails a link containing the form to all teacher candidates, along with an identified due date for submission.

How do teacher candidates in the MAT Program who are employed in school settings complete field experiences?

Teacher candidates in the MAT program who are employed in a state approved school and teaching in the area in which they are pursuing licensure may conduct field experiences at that school site. When a candidate applies strategies, theories, and practices learned through coursework within his or her classroom setting, field experience requirements may be satisfied. Field experiences may also be completed in the classrooms of other certified teachers employed at the school. In addition, virtual field experiences may satisfy the requirement.

How do I find locations for field experiences?

Field experiences must be diverse and involve multiple schools settings, certified educators, and age groups. All field experiences must be scheduled in advance of reporting to the school site. There are several ways to identify sites for field experiences.

1. Settings may be assigned by the course instructor.
2. Candidates who are employed in a state recognized school may complete field experiences at that site, provided that access is available to the appropriate content/age group/disability area.
3. In some cases, candidates are allowed to self-select a site, based on experiences, location and type of assignment.
4. Other opportunities may include volunteering in after school programs and tutorials, as well as virtual field experiences (e.g., INVEST).

What do I do when I get to the school?

The teacher candidate should:

1. Check with the school to determine if the school requires a background check before conducting the field experience.
2. Dress professionally.
3. Arrive at the school 30 minutes before the assigned time.
4. Turn off cellphones and other electronic devices.
5. Introduce himself/herself to the office staff.
6. Present a UNO ID.
7. Sign the visitor's book.
8. Bring a copy of the course assignment, if applicable.
9. Pay attention and take notes.
10. Interact in a positive and professional manner with all faculty, staff, and students.
11. Avoid criticisms of the school, staff, or students.
12. Adhere to Universal Precautions.
13. If an emergency arises, contact the school to inform the teacher and make arrangements to reschedule.

What should I know about safety?

During field experiences, teacher candidates are required to visit various school sites. There are a number of precautions that should be taken before and during these visits. Candidates are required to be aware of these issues.

1. Every candidate is responsible for becoming familiar with policies, procedures, and safety guidelines of the school.
2. If candidates are not familiar with the location of the school, they should arrive early to find a safe parking spot.
3. Candidates must remember to secure their vehicles while performing field work. Neither the district nor the university will take responsibility for damage to property or for items stolen from a vehicle. Anything of value must be left at home.
4. Candidates must be supervised during field work, and should never be left alone in a room with a child. Candidates are required to act in a professional manner at all times.
5. If candidates encounter a situation in which they feel unsafe, they are to immediately seek assistance from a school employee or administrator.

APPENDIX A: UNO COLAEHD Field Experience Hours by Program

Program	Field Experience Hours Earned through Course Work
Undergraduate Programs	
Elementary Education (1-5)	197
Integrated-Merged (1-5)	307
Secondary English (6-12)	130
Secondary Math (6-12)	128
Secondary Sciences (6-12) {Earth, Chemistry, Biology, Physics}	118
Secondary Social Studies (6-12)	98
Master of Arts Programs	
Early Intervention (Birth-5)	110
Elementary Education (1-5)	110
Integrated-Merged (1-5)	129
Integrated-Merged (6-12)	133
Secondary English (6-12)	111
Secondary Math (6-12)	129
Secondary Sciences (6-12) {Earth, Chemistry, Biology, Physics}	119
Secondary Social Studies (6-12)	99

APPENDIX B: UNO COLAEHD Undergraduate Field Experiences by Course

Field experiences provide opportunities for candidates to practice and assume increasing professional responsibilities, while engaging in the aligned roles in the unit, state and program standards. As candidates progress through the professional coursework, they tutor, work with small groups, then plan and teach peer lessons, leading up to large group teaching of entire classes in the field.

Dept.	Course #	Name	Number of Field Experience Hours
EDCI	2204	Introduction to Secondary Education	25
EDCI	3140	Methods & Materials Elementary Math	25
EDCI	3150	Methods & Materials Elementary Science	15
EDCI	3152	Science for Elementary Teachers	15
EDCI	3160	Methods & Materials Elementary Social Studies	15
EDCI	3310	Developmentally Responsive C&I Adolescents	0
EDCI	3340	Methods for Developing Algebraic & Geometric Thinking	25
EDCI	3400	Foundations of Literacy	12
EDCI	3410	Instruction for Early Literacy Development	10
EDCI	3440	Practicum in Corrective Reading	20
EDCI	4220	Materials & Methods Secondary English	12
EDCI	4221	Materials & Methods Secondary English II	20
EDCI	4240	Materials & Methods Secondary Math	25
EDCI	4241	Materials & Methods Secondary Math II	25
EDCI	4250	Materials & Methods Secondary Science	20
EDCI	4251	Materials & Methods Secondary Science II	20
EDCI	4260	Materials & Methods Secondary Social Studies	10
EDCI	4261	Materials & Methods Secondary Social Studies II	10
EDCI	4432	Teaching Reading in Content Areas	12
EDCI	4425	Methods and Materials for Teaching English as a Second Language	0
EDCI	4620	C&I for Multicultural Education	20
EDHP	2320	Methods of Phys. Ed. & Coordin. School Health in Elem.	6
EDHS	1110	Personal Health & Wellness	0
EDLS	3100	Children's Literature	3
EDLS	4200	Adolescent Literature	20
EDSP	3612	Introduction to SpEd Principles, Procedures and Practices	10
EDSP	3620	Methods Instruction Students w/ Mild/Moderate Disabilities	20
EDSP	3650	Practicum in Positive Behavior Intervention & Support	45
EDSP	3660	Practicum in Inclusive Practices	45
EDUC	1010	Introduction to Teaching as a Career	5
EDUC	2100	Children & Adolescent Development for Teachers	5
EDUC	2200	Principles of Teaching, Learning & Assessment	5
EDUC	2206	Introduction to Technology in the Classroom	3
EDUC	3110	Behavior Support and Classroom Management	3
EDUC	4000	Meeting the Needs of All Learners III	0

APPENDIX C: UNO COLAEHD MAT Field Experiences by Course

Field experiences provide opportunities for candidates to practice and assume increasing professional responsibilities, while engaging in the aligned roles in the unit, state and program standards. As candidates progress through the professional coursework, they tutor, work with small groups, then plan and teach peer lessons, leading up to large group teaching of entire classes in the field.

Dept.	Course #	Name	Number of Field Experience Hours
EDCI	5204	Principles of Learning and Teaching	12
EDCI	5220	Materials and Methods in Secondary English I	20
EDCI	5221	Materials and Methods in Secondary English II	12
EDCI	5240	Materials and Methods in Secondary Math I	25
EDCI	5241	Materials and Methods in Secondary Math II	25
EDCI	5250	Materials and Methods in Secondary Science I	20
EDCI	5251	Materials and Methods in Secondary Science II	20
EDCI	5260	Materials and Methods in Secondary Social Studies I	10
EDCI	5261	Materials and Methods in Secondary Social Studies II	10
EDCI	5432	Teaching Reading in the Content Area	12
EDCI	5540	Classroom Management	3
EDCI	5620	Curriculum and Instruction for Multicultural Education	20
EDCI	6100	Children's Literature and Literacy	20
EDCI	6140	Elementary Math Methods	25
EDCI	6150	Elementary Science Methods	15
EDCI	6400	Foundations of Literacy	12
EDCI	6410	Early Literacy	10
EDCI	6436	Diagnostic and Remedial Reading	12
EDCI	6620	Secondary School Curriculum	10
EDSP	5775	Tests and Measurements for Exceptional Individuals	0
EDSP	6010	Strategies for Managing Group Behaviors of Exceptional Populations	20
EDSP	6030	Health and Physical Considerations for Individuals with Significant Disabilities	0
EDSP	6085	Foundations in Early Childhood and Early Intervention	15
EDSP	6090	Strengthening Family and Community Partnerships	20
EDSP	6555	Educational Provisions and Classroom Management of Children with Disabilities in Early Intervention	25
EDSP	6560	Communication and Literacy	20
EDSP	6610	Advanced Methods of Teaching Students with Learning and Behavior Problems	20
EDSP	6625	Advanced Transition Planning for Students with Disabilities	8
EDUC	6210	Human Development	5

APPENDIX D: Supplemental Field Experience List

One of the purposes of field experiences is to expose teacher candidates to a variety of practices. Provided is a list of proposed activities to supplement field experiences that are assigned as a part of course work. Participation in each activity must be verified by completing the field experience form in LiveText and by securing the signature of a contact person at the site.

A. Manage Classroom Contexts and Environments

1. Engage in virtual field experiences through INVEST (<http://www.lipscomb.edu/ayers/invest>)
2. Volunteer in a classroom.
3. Volunteer to be a chaperone on a class field trip.
4. Observe classroom management strategies in a variety of classrooms.
5. Observe the interaction between faculty /staff and parents/visitors in a school office.
6. Examine, draw and reflect on the physical arrangement of a classroom.

B. Design Curriculum and Instruction

1. Engage in virtual field experiences through INVEST (<http://www.lipscomb.edu/ayers/invest>)
2. Volunteer in a classroom.
3. Analyze a textbook, or other instructional materials, for alignment with Common Core State Standards, accommodations for individual differences, and the incorporation of technology.
4. Volunteer to teach a Junior Achievement (JA) module to a class of students, either alone or with a partner. Evaluate the materials used for the lesson.
5. Observe a lesson that includes technology integration. Reflect on how technology enhances the students' understanding of the concepts being taught. Address recommendations that could be included in future lessons, related to technology usage.
6. Observe in a variety of classrooms.

C. Deliver Instruction and Assess Learning

1. Tutor a child.
2. Volunteer to teach a Junior Achievement (JA) module to a class of students, either alone or with a partner.
3. Teach in an afterschool program (e.g., STAIR, Upward Bound).
4. Tutor an adult with a disability focusing on skills related to functional math and reading.
5. Volunteer to be trained and administer the Fountas and Pinnell reading assessment in a school.

D. Participate in Professional Responsibilities

1. Participate in an activity sponsored by a professional organization.
2. Participate in local conferences.
3. Visit the office of a teachers' union and discuss the benefits of joining.
4. Attend professional development workshops.
5. Visit a community, state, or federal agency related to one the following challenges: mental health, substance abuse, sexual relationships, poverty, homelessness, bullying. Investigate the types of services the agency offers to schools.
6. Attend a School Board Meeting.
7. Attend community-based meetings reviewing changes in education programs (e.g., Town Hall Meetings).
8. Interview school administrators regarding current issues (e.g., Compass, Common Core State Standards).

