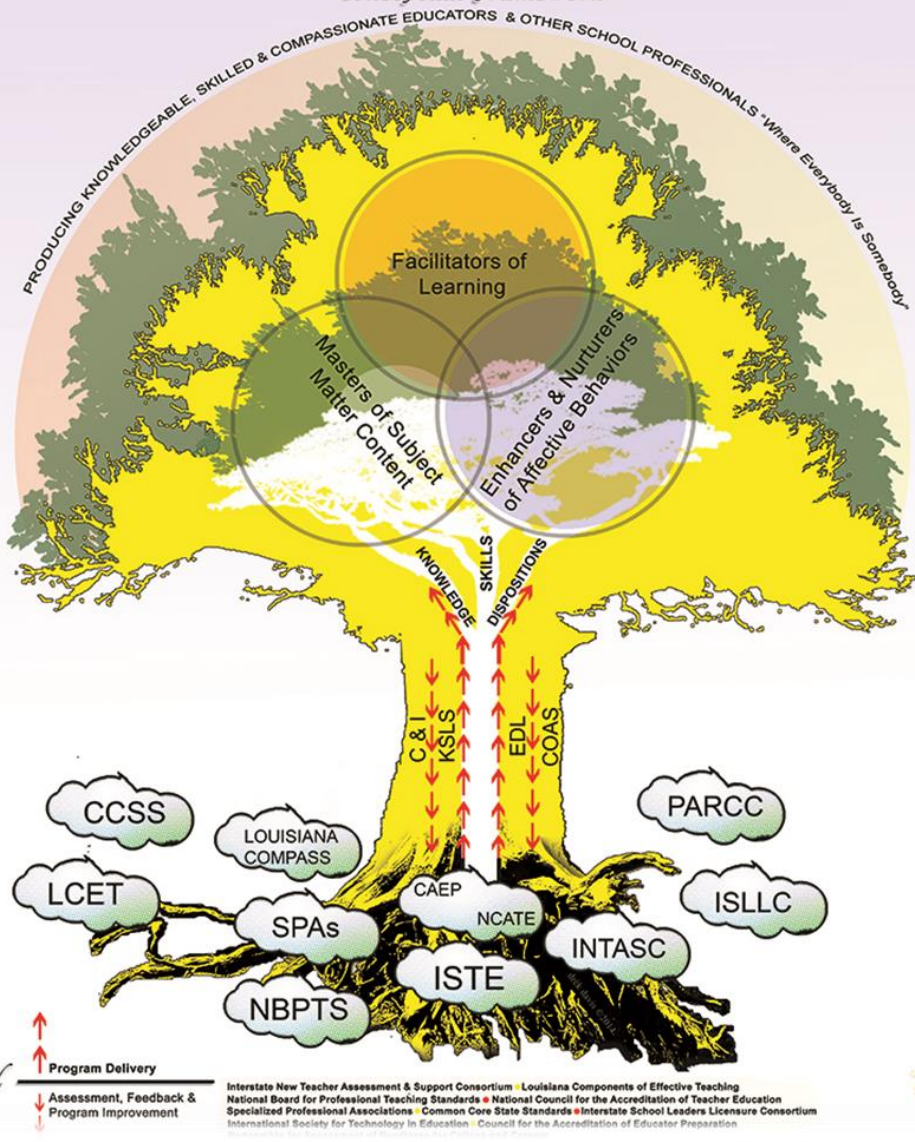


FIELD EXPERIENCES HANDBOOK

Grambling State University
College of Educational, Professional and Graduate Studies
Conceptual Framework



FIELD EXPERIENCES HANDBOOK

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Disclaimer

This handbook does not constitute a contract between a student and Grambling State University either expressed or implied. Grambling State University reserves the right at any time to change, delete, or add to any of the content at its sole discretion.

Welcome to Teaching!

Welcome to the College of Education and to the field of teaching! We look forward to working with you as you grow to become a knowledgeable, skilled, and compassionate educator.. Your choice of teaching as a career is a socially conscious decision that will lead to rewarding work experiences. Initially, your field experiences will assist you in evaluating and reaffirming your choice of teaching as a career. As you progress through your courses and field experiences, you will:

- Identify and apply skills necessary for effective teaching and learning;
- Apply concepts and principles related to classroom management and student motivation in the teaching and learning process; and
- Devise and implement activities that promote active involvement and critical thinking skills.

The purpose of this handbook is to provide information about the processes and expectations for teacher candidates/interns, Grambling State University faculty members, mentor teachers, and partner school administrators. Additionally, this handbook ensures that teacher candidates/interns are treated fairly and are fully informed about program expectations.

For more information contact the Office of Professional Laboratory Experiences at (318) 274-2184/2772.

PREFACE

Field Experiences are essential in the process of developing knowledgeable, skilled, and compassionate educators and community leaders. These experiences allow the teacher candidate/intern to enter the PK-12 school situation to apply the theories and practices suggested in the college classroom as well as to gain valuable teaching experience. The field experience program is designed to facilitate mastery of the program outcomes identified in the College of Education's Conceptual Framework:

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the teacher education and educational leadership programs at Grambling State University graduate teachers and educational and community leaders. Content, professional and pedagogical knowledge, skills and dispositions enable professional educators to help all students reach their full potential. The department recognizes three strands: preparers of subject matter scholars, facilitators of learning, and enhancers and nurturers of affective behaviors.

The following program outcomes represent what teacher candidates and other professionals will know and be able to do at the completion of this course as it relates to the conceptual framework:

Discussion of Program Outcomes for Each Strand

1.0 Knowledge: Masters of Subject Matter Content

- 1.1 Demonstrate knowledge of content that underlies professional competencies. (Cognitive)
- 1.2 Apply knowledge of best pedagogical practices for use in the instructional process. (Cognitive, Psychomotor)
- 1.3 Describe diverse strategies for interrelating disciplines in the instructional process. (Cognitive, Psychomotor)
- 1.4 Identify technology infusion strategies for diverse populations. (Cognitive, Psychomotor)
- 1.5 Plan effective lesson procedures and demonstrate effective delivery strategies. (Cognitive, Psychomotor)
- 1.6 Interpret and implement appropriate and multiple measures of assessment. (Cognitive, Psychomotor)
- 1.7 Reflect on the value of reflective practices, knowledge inquiry and critical thinking behaviors. (Cognitive, Affective)
- 1.8 Identify personal, professional, and curricular values. (Cognitive, Affective)

2.0 Skills: Facilitators of Learning

- 2.1 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)

- 2.2 Create and maintain effective management strategies (organization of time, space, resources, and activities). (Cognitive, Psychomotor)
- 2.3 Devise activities that promote active involvement, critical/creative thinking and problem solving skills for all students. (Cognitive, Psychomotor)
- 2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)
- 2.5 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)
- 2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor)
- 2.7 Analyze research that relates to strategies for promoting effective teaching and learning in a global society. (Cognitive)
- 2.8 Commit to the continuing development of life-long learning in a global society. (Affective)
- 2.9 Relate knowledge of educational theories to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)
- 2.10 Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)
- 2.11 Utilize technology in planning and presenting lessons, research, and professional development. (Cognitive, Psychomotor)
- 2.12 Facilitate School Improvement
- 2.13 Model Best Practices for Teaching and Learning
- 2.14 Demonstrate competence as Action Researchers
- 2.15 Demonstrate proficiency in the application of Research Findings
- 2.16 Model Best Practices for implementing Reading Specific to Content Area
- 2.17 Advocate for Literacy and Numeracy Across the Curriculum

3.0 Dispositions: Enhancers and Nurturers of Affective Behaviors

- 3.1 Display positive self-concept development and respect for others. (Affective)
- 3.2 Practice a positive attitude and mutual respect for others. (Affective)
- 3.3 Display sensitivity to diverse learning styles and multiple intelligences. (Affective, Psychomotor)
- 3.4 Demonstrate sensitivity to the many facets of diversity. (Cognitive, Affective)
- 3.5 Organize school, family, and community partnerships. (Cognitive, Psychomotor)
- 3.6 Influence the development of healthy mental, physical, and social lifestyles. (Affective, Psychomotor)
- 3.7 Display a commitment to the improvement of student learning and school improvement. (Affective, Psychomotor)
- 3.8 Display a classroom climate that is conducive to learning. (Affective, Psychomotor)

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FIELD EXPERIENCES HANDBOOK

Producing knowledgeable, skilled and compassionate educators and other school professionals “Where Everybody is Somebody”

Section I

THE FIELD EXPERIENCE COMPONENT

The Office of Professional Laboratory Experiences seeks to provide field experiences that provide students opportunities for practical application of pedagogical skills and knowledge base. These experiences include observation, planning, presentation, assessment, and evaluation within the pre service teaching experience. At all levels of field experiences, candidates develop a repertoire of professional skills and competencies that prepare them to become outstanding professional educators who are masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors. Collaboration and effective communication are keys to developing, maintaining, and evaluating success of this program. The following agencies share responsibility for field experiences:

- ♦ The **State Department of Education** is the administrative and supervisory agency charged with implementing Board of Elementary and Secondary Education policies. All teacher candidates must complete 180 hours of field experience prior to placement in student teaching.
- ♦ The **School Boards** in the school systems (Bienville, Bossier, Caddo, Claiborne, DeSoto, East Carroll, Grant, Jackson, Lincoln, Monroe City Schools, Ouachita, Madison, Morehouse, Rapides, Richland, Sabine, Union, Webster, and Winn) offer the University the opportunity to work closely with the schools that they administer and control.
- ♦ The **University** offers students diverse learning opportunities in general education, academic support, content, and professional studies.

FIELD EXPERIENCE PROGRAM OVERVIEW

Candidates expand their knowledge of factors impacting pedagogical decision-making, observation skills, and reflective practices as they participate in field experiences. Field experiences are divided into five levels that provide systematic and sequential experience:

Level I-Exploring Teaching. Teacher candidates/interns become familiar with the roles, responsibilities, and professional relationships of teachers and the multiple dimensions of child development. The teacher candidates' primary responsibility is to observe instructional programs in progress. These observations may include limited participation such as preparing materials or tutoring students.

Level II-Understanding and Analysis of Classroom Management, Motivation, Diversity, and the Teaching-Learning Process. Teacher candidates identify and observe strategies used in effective teaching as they plan, develop, deliver and evaluate instruction. Teacher candidates assume responsibilities such as instructing small groups for entire lessons or parts of lessons for large groups.

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Level III-Practice and Feedback –Teach, assess, and evaluate content-based lesson at the PK-12 site. Teacher candidates/interns enrolled in methods courses participate in Level III experiences. They may assume responsibility for planning curriculum, selecting materials, and instructing entire lessons in sequence.

Level IV-Implementation in the Field–Meet all requirements for clinical experience (Student Teachers/Practitioner Teachers/Interns) and/or participation in approved

professional development activities. Teacher candidates/practitioner teachers/Interns have the opportunity to experience in depth the full role and meaning of teaching as they assume daily teaching responsibilities over the course of a full semester. They share responsibility for a full-time teacher's load. Student teachers must conduct entire units of instruction during this experience. Teacher candidates/interns engage in activities that fosters professionalism.

Level V-Advanced Implementation in the Field – assume responsibility for advanced clinical experiences (educational leaders)

PLACEMENT POLICIES

The Field and Clinical Experiences placement policies are:

- ♦ Candidates will be assigned to a number of diverse schools to complete field experiences
- ♦ All candidates/interns are placed in public schools and organizations that agree to be participants in the field and clinical experiences program. The Office of Professional Laboratory Experiences (OPLE) facilitates placements compatible with the course assignment and the certification area the teacher candidate is pursuing.
- ♦ Candidates/Interns are required to complete an orientation presented in class by the instructor prior to beginning field experiences. The orientation is found in Chapter 2.
- ♦ While the majority of field activities are course-related, (Appendix A) others may be completed independently. Examples include, but are not limited to attending professional seminars, memberships in professional organizations, and participation in university activities designed for PK-12 students. Teacher candidates/interns register in the OPLE office for independent-participation hours. The director of the Office of Professional Laboratory Experiences oversees these activities.

PLACEMENT PROCEDURES

Placement of teacher candidates/interns for field experiences is consistent with GSU's public education mission. Teacher Candidates/Interns are not allowed to arrange placement with a particular teacher or school.

- ♦ The course instructor submits a course roster and the course-based field assignment to the Office of Professional Laboratory Experiences.
- ♦ Candidates/Interns are assigned to an appropriate setting in one of the following public school systems: **Bienville, Bossier, Caddo, Claiborne, DeSoto, East Carroll, Grant, Jackson, Lincoln, Monroe City Schools, Ouachita, Madison, Morehouse, Rapides, Richland, Sabine, Union, Webster, and Winn.** (Ensuring diversity in placement is a major consideration in assignments) Appendix B
- ♦ Schools are contacted and the principal or designee assists in placement of the teacher candidate based upon course requirements.
- ♦ Candidates/interns are notified upon confirmation from the schools.
- ♦ Candidates/interns may begin the field experiences when placements are posted.
- ♦ Candidates/Interns are required to read field experience orientation found in Chapter Two of this handbook.

Teacher candidates/Interns are expected to complete assignments in the allotted time. Teacher candidates

- Maintain a record of their experiences on the Observation/Participation Experiences Form (Appendix C) and submit the completed form to the course instructor.
- Write a summary of the experience and submit it to the course instructor (Appendix D).
- Complete other elements required by the course instructor.

Section II

THE TEACHER CANDIDATE/INTERN ORIENTATION

You are an invited guest at the school or agency where you have been placed. Your behavior should be appropriate to your role as a professional visitor. The guidelines include:

1. Dress professionally. Dress such as shorts, cutoffs, tee shirts, tank tops, jeans, sweat pants, flip-flops, bare feet, hats or sunglasses worn inside the building, low cut, too loose or too tight clothing, etc. is not appropriate. Tongue rings/studs, exposed body piercing (with the exception of earrings in the earlobe), exposed body tattoos, distracting hair coloring or style are not acceptable in a professional setting. You are **required** to follow the dress code of the school in which you are placed.
2. Your GSU ID will serve as your photo identification badge. You should wear your photo identification badge in schools at all times. Pick up a badge holder in the Office of Professional Laboratory Experiences (Charles P Adams Hall/Room 114).
3. Report to site on assigned date.
4. You will need to secure directions to the school or agency in which you are assigned ahead of time. You can go to the website mapquest.com if necessary. Allow for travel time to and from your placement location. Parking space at many schools is minimal. Ask someone at your school about a proper place to park your car.
5. Arrive at the school a few minutes early. Check in at the office. Obtain directions to the teacher's room to which you are assigned.
6. Stay the entire length of your scheduled visit. If you are to observe for one hour, do not leave after thirty minutes. Do not arrive or leave in the middle of a class period or activity.
7. Ask the teacher to sign your Record of Observation/Participation (Appendix D) form after each visit.
8. If you are not able to attend a scheduled visit, please notify both your Grambling State University course instructor and the school as soon as possible.
9. While on the school grounds or in the school building, please do not smoke, chew gum, talk, or behave in a loud or unruly manner.
10. During observations of teachers and students:
 - ♦ If children ask, tell them you are writing notes on how to teach. Then direct your attention back to your papers.
 - ♦ Interact with the children as ^{much} as possible; unless directed to do so by the classroom teacher.

- ♦ Have any paperwork or forms at hand when you enter the classroom. Do not rustle papers and books looking for materials. Go into the room prepared.
- 11.** When serving as a teacher's aide or assisting with teaching duties:
- ♦ Be prepared. Prepare lesson plans or other plans or other paperwork in advance.
 - ♦ Be an effective communicator. If you do not understand, ask.
 - ♦ Take the initiative in being as helpful to your teacher as possible without being overbearing.
 - ♦ Work within the limits and guidelines prescribed by your teacher.
 - ♦ Accept professional criticism for your professional growth.
- 12.** Respect the right to privacy of all persons involved.
- 13.** Do not publicly criticize school, teachers, children or curriculum.
- 14.** Do not take or use cell phones in the school.
- 15.** Remember that you represent Grambling State University and are establishing important professional relationships.
- 16.** Upon completion of the field experience, ask the teacher to complete and sign the required Field Experience Student Evaluation Form (Appendix E) and return to your university instructor. The teacher may choose to return the form directly to the university instructor. Also, submit your Record of Observation/Participation Form (Appendix C) and the Summary of Field Experience (Appendix D) to your instructor.

Section III

THE UNIVERSITY FACULTY MEMBER

RULES AND RESPONSIBILITY OF UNIVERSITY FACULTY

1. University faculty members teaching courses requiring observation/participation experiences for students assume the following responsibilities:
 - ♦ Submit course roster and field experience assignment and number of hours required to the Office of Professional Laboratory Experiences for all students registered for the course by Friday of the 1st week of classes;
 - ♦ Provide specific information in the syllabus about the expectations of field experiences;
 - ♦ Provide campus-based training and preparation of students for the field;
 - ♦ Provide the required forms prior to the first visit for the field placement;
 - ♦ Inform the Office of Professional Laboratory Experiences of any problems associated with the placement;
 - ♦ Serve as liaison between the College of Education and the placement sites;
 - ♦ Assess performance specific to Field Experiences; and
 - ♦ Sign and submit Record of Observation/Participation, Field Experience Evaluation Form (Appendix D) and the rubric for each student who completed the field experience to OPLE.

Supervisor of Student Teaching- University Supervisors

University Supervisors who model behaviors of a professional whose subject matter knowledge is extensive, whose teaching and learning strategies are based on research and best practices, and whose classroom management and personal interactions are those of a nurturing, caring practitioner are selected to help our student teachers/interns enter the teaching profession as masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors.

University faculty, including adjunct faculty, must meet the following criteria in order to be supervise clinical practice during student teaching in initial programs:

- Current valid teaching certificate with appropriate subject area/level endorsements
- Extensive teaching and/or supervisory experience
- Mission match with university values
- Training in Danielson's Framework for Teaching is currently strongly encouraged.
- Training in LA COMPASS or current LA teacher evaluation tool is strongly encouraged

Section IV

THE SCHOOL FACULTY MEMBER

School faculty members enable teacher candidates to participate in varied experiences that include the following:

1. Observe and record social behaviors of students
2. Observe a variety of teaching methods and classroom management plans
3. Tutor individual students
4. Plan for instruction
5. Create bulletin boards
6. Create action plans
7. Analyze test data
8. Assist teacher with preparation of teaching materials
9. Teach
10. Observe students in testing situation
11. Assist with technology integration
12. Read teacher handbook/school policies
13. Read Grade Level Expectations/Benchmarks/Comprehensive Curriculum
14. Develop case studies of students

Supervisor of Student Teaching- Cooperating Teachers

Cooperating teachers who model behaviors of a professional whose subject matter knowledge is extensive, whose teaching and learning strategies are based on research and best practices, and whose classroom management and personal interactions are those of a nurturing, caring practitioner are selected to help our student teachers/interns enter the teaching profession as masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors.

Cooperating teachers must meet the certification requirements for a supervisor of student teaching (or must have taken and passed the Supervision of Student Teaching course).

These preferred qualifications are:

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

- (b) valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching;
- (c) valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program; and
- (d) valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment.

Grambling State University attempts to select only fully qualified and certified cooperating teachers as defined by the above certification regulations. The selection of cooperating teachers is made by the director of Professional Laboratory Experiences from a list compiled in conjunction with the principals of the cooperating schools. In addition, cooperating teachers must meet certain minimum qualifications.

Minimum Required Qualifications for Clinical Faculty- Cooperating Teachers

Criteria for section of cooperating teachers for clinical practice have previously been unwritten but have always been prominent in decision-making. These criteria include:

- Minimum of three years' experience
- Recommendation by principal and university supervisors as effective teacher
- Recommendation by principal and university supervisors as strong mentor
- Certification in the area that they will be supervising is required
- Previous success by teacher in working with a student teachers
- Training in Danielson's Framework for Teaching is currently strongly encouraged.
- Training in LA COMPASS or current LA teacher evaluation tool is strongly encouraged.

RESPONSIBILITIES OF SCHOOL FACULTY

School faculty is recommended by the principal of a given school. The College of Education requires that school faculty:

- ♦ Agree to work with the candidate(s);
- ♦ Use a variety of effective teaching strategies and resource materials;
- ♦ Sign the Record of Observation Participation each day the teacher candidate reports to you, and
- ♦ Complete, sign, and submit the required Field Experiences Evaluation form at the end of the teacher candidate's assignment. You may give the form to the teacher candidate to submit to the course instructor or fax the form to 274-6085.

Section V

THE SCHOOL PRINCIPAL

After accepting responsibility for having a teacher candidate in the school, the principal or designee should:

- ♦ Help create a supportive climate in which the teacher candidate feels welcome and encouraged to become a member of an instructional team;
- ♦ Strongly promote the involvement of school faculty in hosting teacher candidates; and
- ♦ Ensure that the school faculty member is present when the teacher candidate is in the classroom.

Section VI

THE PARTNER SCHOOL SYSTEMS

The partner school systems include public school systems that provide opportunities for observation, participation, and teaching during field experiences prior to student teaching.

The school systems in North Louisiana include: **Bienville, Bossier, Caddo, Claiborne, DeSoto, East Carroll, Grant, Jackson, Lincoln, Monroe City Schools, Ouachita, Madison, Morehouse, Rapides, Richland, Sabine, Union, Webster, and Winn.**

ROLES AND RESPONSIBILITIES

- ♦ The school has a well-qualified group of faculty members who are willing to participate in teacher preparation programs;
- ♦ The school is sensitive to diversity concerns in its curriculum and programs;
- ♦ The school reflects cultural diversity in the faculty and student populations;
- ♦ The school has adequate physical facilities with up-to-date instructional materials and equipment, including information technology;
- ♦ The school has a curriculum that includes optimum educational experiences for both pupils and teacher candidates;
- ♦ The school has teachers who utilize effective teaching strategies; and
- ♦ The school curriculum incorporates the State Content Standards, the Louisiana Comprehensive Curriculum, and participates in the State testing programs.

Section VII

THE OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES

ROLES OF THE DIRECTOR

The Director of Professional Laboratory Experiences in conjunction with University faculty and the Field Experience Committee establishes policies and procedures for all observation/participation programs of the College of Education and coordinates all contacts, operations, activities, and records that pertain to observation/participation experiences with University personnel and area school systems.

RESPONSIBILITIES OF THE DIRECTOR OF PROFESSIONAL LABORATORY EXPERIENCES

The director of Professional Laboratory Experiences is responsible for:

- ♦ Coordinating all programs in the College of Education which require field experiences;
- ♦ Securing contractual agreements with participating school systems for the placement of teacher candidates. These systems are: Bienville, Bossier, Caddo, Claiborne, Jackson, Lincoln, Monroe City, Ouachita, Union and Webster. (Contract letters from the school system superintendents are kept on file in the Office of Professional Laboratory Experiences);
- ♦ Collaborations with the school principals in the assignment of candidates to partner schools and school faculty;
- ♦ Monitoring candidates' progress and holding conferences as needed in response to concerns;
- ♦ Administering and summarizing program evaluations at the end of each semester and sharing evaluation results as appropriate for revisions in the program;
- ♦ Chairing the Field Experiences Committee; and
- ♦ Summarizing data and preparing reports on candidate performance in field experiences.

Section VIII

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LIST OF APPENDIXES

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Appendix A:
Courses Requiring Field Experiences

Courses Requiring Field Experiences		
Course Number and Titles	Field Experience Level	Number of Hours required for Site-Based Experience
ED 162 Introduction to Teaching	I	15
ED 200 Human Growth and Development	I	15
ED 201 Advisee Report	I	0
ED 202 Child Psychology	I	10
ED 204 Adolescent Psychology	I	10
ED 205 Education of Preschool Children w/Special Needs	I	10
ED 206 Numeracy Seminar	I	5
ED 207 Literacy Seminar	I	5
ED 208 Professional Accountability I (Reading and Writing)	I	30
ED 209 Professional Accountability II (Mathematics)	I	30
ED 210 Professional Accountability III (Principles of Learning and Teaching	I	30
ED 215 Introduction to Early Childhood Education	II	10
ED 216 Methods in Early Childhood Education	II	10
ED 217 Reading Languages Arts in Early Childhood	II	10
ED 220 Human Growth and Development (Non-Teaching Majors)	II	0
ED 300 Educational Psychology	II	10
ED 301 Program Planning for Handicapped Children	II	10
ED 302 Methods and Materials in Elementary Mathematics	II	15
ED 303 Reading: Introduction and Survey	II	10
ED 304 Children's Literature	II	8
ED 305 Strategies for Teaching Elementary Math	II	10
ED 312 Introduction to Education of Exceptional Children	II	10
ED 313 Curricula, Methods, and Materials for Young Children with Special Needs	II	10
ED 316 Early Childhood Education Seminar	II	15
ED 317 Multicultural Education	II	15

Appendix A:
Courses Requiring Field Experiences

Courses Requiring Field Experiences		
Course Number and Titles	Field Experience Level	Number of Hours required for Site-Based Experience
ED 319 Interagency Teaming for Children and Families with Special Needs	II	15
ED 322 Teaching Reading in Middle, Junior/Senior High School	II	10
ED 324 Families of Young Children with Special Needs	II	10
ED 325 Reading in the Elementary School	II	10
ED 326 Introduction to the Education of the Mildly/Moderately Exceptional Students	II	10
ED 328 Diagnosis and Evaluation	II	15
ED 330 Practicum: Mental Tests and Measurements	II	20
ED 331 Methods of Designing and Assessing Materials for the Mild/Moderately Exceptional Students	II	10
ED 332 Behavior Approaches to Managing the Problems of Exceptional Students	II	10
ED 333 Humanistic Approaches to Child Management	II	10
ED 334 Assessment/Evaluation of Children with Disabilities	II	10
ED 402 Instructional Technology Integration	III	15
ED 427 Classroom Management and Organization	III	0
ED 429 Programmed Instruction	III	0
ED 431 Reading Diagnosis and Correction	III	10
ED 432 Improvement of Language Disabilities of Exceptional Children	III	10
ED 437 Mainstreaming Practicum	III	45
ED 438 Physical and Medical Management of Young Children	III	10
ED 442 Methods and Materials for the Learning Disabled	III	10
ED 450 Practicum in Early Childhood Education	III	45
ED 452 Seminar II: Advanced Teaching Methods	III	35
ED 453 Secondary Advanced Teaching Methods II	III	35
ED 455 Student Teaching	IV	180 (teaching) Total on site 560
ED 456 Middle Grades Seminar III Grades 4-8	III	35
ED 470 Career Education	III	10

Appendix B:
Field Placement Diversity Chart

Parish/Schools	Socio Economic Status (Free/Reduced Lunch)			Race/Ethnicity			Setting	
	Upper 68% to 100%	Middle 38% to 67%	Lower 0% to 37%	White %	Black %	Other %	Urban > 35,000	Rural < 35,000
Bienville Parish Schools								
Arcadia High	72%			14	85	1		X
Crawford Elementary	87%			11	85	4		X
Gibbsland-Coleman High	90%			4	95	1		X
Caddo Parish Schools								
Haughton Middle		46%		79	20	1		X
C.E. Byrd High			34%	56	44	-	X	
Cherokee Park Elementary	92%			1	99	-	X	
Lakeshore Elementary	93%			1	99	-	X	
Mooretown Elementary	93%			1	99	-	X	
Shreve Island Elementary	31%			67	30	3	X	
Keithville Elementary/Middle		60%		57	41	2	X	
Claiborne Parish Schools								
Athens High	94%			12	88	-		X
Homer Elementary	89%			22	76	2		X
Homer High	79%			23	76	1		X
Homer Junior High	80%			25	73	2		X
Jackson Parish Schools								
Jonesboro-Hodge High		66%						
Quitman High			35%	91	9			X
Lincoln Parish Schools								
A.J. Brown Elementary	78%				100			X
Grambling Lab. High		61%			100			X
Choudrant High			27%	90	10			X
Cypress Springs Elementary	94%			12	85	3		X
Glen View Elementary		63%		47	49	4		X
Hillcrest Elementary		58%		72	27	1		X
I.A. Lewis Elementary	70%			34	63	3		X
A.E. Phillips Lab School			.01	86	11	3		X
Ruston Elementary	93%			7	89	4		X
Ruston High		42%		50	47	3		X
Ruston Jr. High		67%		34	63	3		X
Grambling Middle School	74%				100			X
Choudrant Elementary		40%		90	8	2		X
Simsboro High School		60%		51	46	3		X

Note: The Office of Professional Laboratory Experiences uses this chart to ensure that teacher candidates' experiences reflect the diversity of this area.

Appendix B:
Field Placement Diversity Chart

Parish/Schools	Socio Economic Status (Free/Reduced Lunch)			Race/Ethnicity			Setting	
	Upper 68% to 100%	Middle 38% to 67%	Lower 0% to 37%	White %	Black %	Other %	Urban > 35,000	Rural < 35,000
<i>Ouachita Parish School</i>								
Riser Elementary	81%			78	19	3	X	
Riser Middle School	85%			53	43	4	X	
Swayze Elementary	97%			1	98	1		X
West Ouachita High			28%	94	4	2		X
Richwood High	85%			1	98	1	X	
West Ridge Middle			24%	96	3	1		X
Good Hope Middle			26%	86	13	1		X
<i>Monroe City Schools</i>								
Carroll High	81%				100		X	
Berg Jones Elementary	98%			1<	99		X	
Neville High		40%		43	54	3	X	
Minnie Ruffin Elementary	90%				99	1	X	

Note: The Office of Professional Laboratory Experiences uses this chart to ensure that teacher candidates' experiences reflect the diversity of this area.

Appendix C:
Record of Observation/Participation Experiences

**GRAMBLING STATE UNIVERSITY
COLLEGE OF EDUCATION**

Producing knowledgeable, skilled, and compassionate educators and other school professionals “Where Everybody Is Somebody”

RECORD OF OBSERVATION/PARTICIPATION EXPERIENCES

Last Name **PRINT** First Name Last 4 of SS# University Instructor’s Name Course # Semester and Year

PRINT Teacher’s Name **PRINT** School Name

Date	Time In	Time Out	Total Hours	Event/ Activity	Level				Evaluative Comments	Signature of Cooperating Teacher
					1	2	3	4		
Total Hours				University Instructor’s Initials*						

*Teacher’s initial verifies Level of Field Experience

Appendix D:
Field Experience Student Evaluation

FIELD EXPERIENCE STUDENT EVALUATION

Student's Name

Cooperating Teacher's Signature

Semester/Year

Course Name and Number

Instructor

Field Experience Level _____

Please circle the rating that best reflects your evaluation of the student in each of the five items.

Attendance

outstanding satisfactory unsatisfactory

Met My Expectations

outstanding satisfactory unsatisfactory

Fulfilled University Requirement

outstanding satisfactory unsatisfactory

Grade

outstanding satisfactory unsatisfactory incomplete

Professional Potential

outstanding satisfactory unsatisfactory counseling suggested

Please mark only items in this section which are judged to be Outstanding (+) or which Need Attention (-).

- | | |
|---|---|
| <input type="checkbox"/> Health | <input type="checkbox"/> Interaction with Adults |
| <input type="checkbox"/> Appearance/Dress | <input type="checkbox"/> Interaction with Children |
| <input type="checkbox"/> Voice and Speech | <input type="checkbox"/> Content Knowledge |
| <input type="checkbox"/> Personality | <input type="checkbox"/> Oral Communication Skills |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Written Communication Skills |
| <input type="checkbox"/> Cooperative Attitude | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Emotional Stability | <input type="checkbox"/> Evaluation Skills |
| <input type="checkbox"/> Initiative | <input type="checkbox"/> Management Skills |
| <input type="checkbox"/> Dependability | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> "Likes Kids" | <input type="checkbox"/> Use of Supplementary Materials |
| <input type="checkbox"/> Accepts Constructive Criticism | <input type="checkbox"/> Provision for Individual Differences |

Grambling State University

SUMMARY OF FIELD EXPERIENCES REPORT

TEACHER CANDIDATE _____

COURSE _____

COURSE INSTRUCTOR _____

COOPERATING TEACHER _____

SCHOOL _____

SUBJECT/GRADE LEVEL _____

Summary: _____

Signature of Student **Date**

Signature of Course Instructor **Date**

Appendix F:
Field Experience Rubric

Field Experiences Rubric

Name: _____ Course Name & Number: _____ Course Instructor's Name: _____
Field Experience Level (Circle 1) I II III IV Hours Required: _____ Total Hours Completed: _____ Overall Rating (Circle 1) 4 3 2 1

Performance Criteria	4 Target	3 Acceptable	2 Approaching Acceptable	1 Unacceptable
RECORD OF OBSERVATION and PARTICIPATION EXPERIENCES	As reflected by teacher's signature, candidate accurately reported observations hours (date, time in, time out, hours). Candidate completed 100% of required hours. Heading information is accurately completely.	As reflected by teacher's signature, candidate accurately reported observations hours (date, time in, time out, hours). Candidate completed less than 100% but more than 90% of required hours.	As reflected by teacher's signature, candidate accurately reported observations hours (date, time in, time out, hours). Candidate completed less than 89% but more than 70% of required hours.	As reflected by teacher's signature, candidate accurately reported observations hours (date, time in, time out, hours) but completed less than 70% of the required hours.
FIELD EXPERIENCE EVALUATION OF TEACHER CANDIDATE BY COOPERATING TEACHER	Teacher rated candidate as outstanding on all teacher-evaluated items.	Teacher rated candidate as satisfactory or above average on 90% of items evaluated by teacher.	Teacher rated candidate as satisfactory on 80% or more of items evaluated by the teacher.	Teacher rated candidate as unsatisfactory on 30% or more of items evaluated by the teacher, AND/OR Teacher rated candidate as "unsatisfactory" or "counseling suggested"
SUMMARY OF FIELD EXPERIENCES REPORT <u>CIRCLE LEVEL</u> (I) (II) (III) (IV)	1) Summary is clear and concise, addresses key elements of the assignment, and meets the specifications for level of the assignment. 2) Excellent use of conventions in a well developed and edited text.	1) Summary is clear and concise, addresses most key elements of the assignment, and meets specifications for level of the assignment. 2) Effective use of conventions in a well developed and edited text.	1) Summary is clear, addresses some key elements of the assignment adequately, and meets specifications for level of the assignment. 2) Additional editing needed.	1) Summary is not developed sufficiently to address key elements of the assignment