

**THE UNIVERSITY OF LOUISIANA
LAFAYETTE**

COLLEGE OF EDUCATION

TEACHER CANDIDATE HANDBOOK

FALL 2003



UNIVERSITY
OF
LOUISIANA
L a f a y e t t e

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Université des Acadiens

Dear Teacher Candidate:

On behalf of the UL Lafayette administration, I would like to welcome you to the College of Education. You are to be commended on your choice of teaching for your lifelong career. Teaching is a noble calling; without teachers, we would have no doctors, lawyers, scientists, archaeologists, writers, artists, or other leaders in society. The decision to teach is a serious one, as teaching in today's world presents many challenges. Teachers must be caring individuals who value their students and view them as fellow human beings. At the same time, they must be experts in the knowledge and skills of their discipline, excellent managers of time and resources, and leaders in their respective fields of education.

In keeping with state mandates, our College of Education has recently redesigned most of its teacher preparation programs, and we believe that we have some of the finest programs in the state. As you progress through your chosen curriculum, I urge you to make every effort to excel in your course work and to reap the greatest possible benefits from the extensive field experiences that accompany your program. Although at times our programs may seem overly demanding, each course and activity has been designed thoughtfully and purposefully with an eye toward providing the best possible preparation for your chosen career. A positive attitude toward these requirements will assist you greatly in maximizing your own potential as a future teacher.

In addition to your assigned advisor, the College of Education Student Services Office (MDD 105) is available to serve your needs. Please feel free to drop by this office (or consult your advisor) any time you have questions or concerns about your program.

Once again, we welcome you to the College of Education and wish you every success in your path to becoming an excellent teacher.

Sincerely,

Gerald P. Carlson, Dean
College of Education

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INTRODUCTION

Welcome to the UL Lafayette College of Education! This handbook is intended to guide you throughout and beyond your initial teacher preparation program.

In order to be most effective and useful for all students, the handbook is designed to be printed in loose leaf form, allowing the insertion of not only your individual degree plan but also other individual materials such as acceptance letters, Academic Advising forms, curriculum crosschecks, evaluations for students transferring from other majors or other institutions, and the like. We strongly encourage you to utilize the handbook to its fullest potential, as it can be an invaluable guide as you progress through and complete your initial certification program.

With the implementation of the new/redesigned teacher preparation program, each student is expected to enroll, in the first semester of registration, in EDCI 100, *Orientation for Education Majors*. This course will provide information and resources that are necessary to utilize *PASS-PORT*, our Electronic Professional Accountability Support System. From this first education course through Student Teaching, you will be required to produce and input into *PASS-PORT* a variety of “artifacts” designed to document the development of the knowledge, skills, and dispositions required by the state and national standards with which our teacher preparation programs must comply. For this reason, the handbook is divided into sections that track the “portals” or stages of progression through the program. Other sections (such as the full section on Student Teaching) will be provided at later stages.

PART ONE.

Overview of The College of Education's Teacher Preparation Program

Welcome to the College of Education. The mission and conceptual framework of our teacher preparation programs are designed to produce caring, responsive professionals for the schools of Louisiana. These documents are summarized below.

Mission

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the College to be responsive to community, regional and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the College strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systemically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Conceptual Framework: The Responsive Professional

The Conceptual Framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. The College strives for excellence in the production of Responsive Professionals: individuals who serve the community with professionalism and leadership in Education and allied fields. The College of Education's Conceptual Framework forms a foundation for innovative, interdisciplinary, and research-based curricula dedicated to the development of reflective practitioners who demonstrate expertise in knowledge and practice. Through these programs, the College fosters collaboration, advocacy, respect for diversity, and commitment to on-going professional growth.

Upon Enrollment at UL Lafayette

On entry into the College of Education (COE), you will be assigned an advisor who will follow and assist you throughout your program. Your first priorities on enrollment should be as follows:

- During your first semester at the University, enroll in the following courses:
 - EDCI 100, *Orientation to Teacher Education*;
 - ENGL 101 (or ENGL 115 with English ACT of 28 or higher); and

- the appropriate mathematics course:
 - MATH 100 for all students with Math ACT of 18-20;
 - MATH 105 for secondary education majors with Math ACT of 21 or higher; or
 - MATH 107 for students with ACT of 21 or higher who are majoring in Early Childhood, Elementary, Middle School, or Special Education).

Be sure to check your catalog for prerequisites that must be taken prior to registering for other courses. Note in particular:

- The following prerequisites apply to all biology courses: ACT composite of 23 or better, or completion of ENGL 101 or 115 with grade or C or higher; AND eligibility for MATH 105
 - ENGL 101 or 115 must be completed prior to taking CMCN 200.
- Register for EDFL106 in your second semester (exception: Honors Program students are encouraged to register for EDFL 207, the Honors equivalent of EDFL 106).
 - Activate your university e-mail account (Stephens Hall Room 201).
 - Begin PASS-PORT entries (see details in Part Two of this handbook).

Advisement and Registration

During the advisement period preceding each semester, you must complete an ACADEMIC ADVISING FORM and present it to your advisor for signed approval. The advisor will provide you with a Registration Permit and Personal Access Code (PAC), which is needed to register online or by telephone. (Kinesiology majors obtain their registration permits and PAC numbers from the Kinesiology Department, Bourgeois Hall 123-B.)

Following the Catalog

Unless special permission is granted for an exception, you must follow the course sequence in the catalog that was effective for the semester in which you entered your program. If you change majors, you will be required to follow the catalog that is in effect for the semester in which the change of major is made. If you change within Education, you remain in your current catalog. If you do not enroll at UL Lafayette for two consecutive regular semesters, or have been in the degree program for longer than five years, you will be reassigned to the current catalog.

Any variation from the courses listed in the catalog for your program must be requested in writing by a course substitution form, signed by the candidate's advisor and the appropriate department head, and then approved by the Assistant to the Dean, COE Student Services Office, MDD 105.

The maximum course load a student may schedule without special permission is 20 hours during any fall or spring semester, or 10 hours in any summer session. Students with high grade point averages (usually above 3.0) who wish to schedule a heavier load must submit a written request to and receive approval from the Assistant to the Dean, College of Education Student Services Office.

Probation and Suspension

Any full-time student who fails to earn at least a 2.0 adjusted GPA for any semester may be placed on probationary status. Academic performance which continues to deteriorate will be cause for removal from the College of Education and the University.

Any student who is either denied admission to, or removed from, the Teacher Education program by the COE Selective Retention Committee is entitled to an appeals process. Contact the COE Student Services Office for further information.

Course Substitutions

Substitutions for required courses in any College of Education curriculum may be made only with the prior consent of the COE Student Services Office, upon the written recommendation of the student's advisor and the appropriate department head(s). Course substitution forms may be obtained from the COE Student Services Office. Equivalent courses taken at other institutions prior to enrollment at UL Lafayette may be substituted for required courses; however, continuing students are cautioned against taking courses through extension, by correspondence, or at other institutions without first obtaining written approval on an "Approval of Transfer Credit" form from the COE Student Services Office.

Field Experiences

The recently-revised Louisiana certification guidelines state the following:

"In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that preservice teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching."

In order to meet this standard, most professional education courses that are required in the College of Education's undergraduate programs will require field experiences in PK-12

classrooms appropriate to the level(s) and area(s) of certification. Field experience hours must be completed outside of class time; arrangements will be coordinated with the instructors of the individual classes. Further details on field experiences are included in Appendix B of this handbook.

PART TWO

INTRODUCTION TO PASS-PORT

[Students: Insert Student PASS-PORT Manual here.]

PART THREE

PREPARATION FOR ENTERING PORTAL TWO: THE TEACHER EDUCATION PROGRAM (UPPER DIVISION IN THE COLLEGE OF EDUCATION)

Entering the Teacher Education Degree Program

Your first priority as a new Education major at UL Lafayette should be the completion of requirements for admission into the Teacher Education Program (Upper Division in the College of Education). Until this admission has been granted, you may not enroll in any upper-level education course (300 level or above); LBSC 308, MUS 306, PSYC 311 and 312, and SPED 300 are exceptions to this rule. The following requirements must be completed to qualify for admission to the degree program.

1. Satisfactory completion (passing) of all courses listed for the freshman year of the elected curriculum (see #3 below for courses in which grades of C or better must be earned).
2. Achievement of an adjusted grade point average of at least 2.5 on all work completed.
3. Grades of C or better in the following courses:

- a. For All Education Students:

ENGL 101 and 102

PSYC 311 or 312

All education courses (EDCI, EDFL, HLTH, IRED, KNES, LBSC, READ, SPED)

- b. Additional Requirements for Specific Programs:

For PK-3, 1-6, and 4-8: MATH 107 (or 100*), 117, 217, and 317; MUS 306; VIAR 215

For 4-8 and 7-12: All content courses in the areas of certification (e.g., English)

For 1-12 Art or Music: All content courses in the certification area

For Secondary Business Education: MATH 105 and 201

For Special Education Early Intervention: MATH 107 (or 100*) and 117; all HUMR courses; MUS 306

For Special Education Mild/Moderate: MATH 107 (or 100*) and 117; MUS 306

* Students with Math ACT scores of 18, 19, or 20 should schedule MATH 100; those with scores above 20 should take MATH 107 (PK-3, 1-6, 4-8, and Special Education only),

4. Presentation of satisfactory scores on the three sections of the PRAXIS I (Reading, Writing and Mathematics); see Appendix A for further details.

5. Submission of a formal application for admission no later than the semester in which 45 hours will be completed (whether or not all requirements have been completed).

PART FOUR

PREPARATION FOR PORTAL THREE: ENTRANCE INTO STUDENT TEACHING

Preliminary Preparation for Student Teaching

Curriculum Crosschecks

One semester prior to student teaching, you must complete a Curriculum Crosscheck (degree plan/graduation checklist). Curriculum Crosscheck forms should be obtained from the COE Student Services Office, MDD 105, during the first week of classes, completed, checked and signed by your academic advisor, and turned in to the COE Student Services Office, along with a current transcript, by the designated date.

Eligibility and Application for Student Teaching

On completion of all formal course work required in the curriculum*, each teacher candidate is assigned to a Professional Development School or a cooperating teacher in a traditional school setting. Candidates are required to have a variety of field experiences in diverse settings. Students' placement in the schools is based on their prior field experiences, and consideration is given to travel distance. Students are encouraged to complete all course work prior to student teaching; however, if necessary, one non-professional course outside of the certification area may be scheduled during this semester after school hours.

Student teaching appointments are assigned by the Office of Teacher Clinical Experiences (Soulier House). In order to be eligible for student teaching, candidates must meet all of the following requirements:

1. 2.5 adjusted (overall) GPA;
2. 2.5 adjusted GPA in the professional education component and grades of C or better on all professional education courses;
3. For candidates in 4-8 and 7-12 programs: 2.5 GPA in teaching specialty areas and grades of C or better in all content courses in the areas in which certification is sought;
4. Passing scores on *PRAXIS I*, *PRAXIS II* (content specialty examinations and *Principles of Learning and Teaching*; see Appendix A and/or booklets available from the COE Student Services Office to determine the specialty examination and PLT version that are appropriate for the level(s)/area(s) of certification). Further information to assist with passing the PRAXIS II exams is available on reserve in the COE Materials Center;
5. Submission to the COE Student Services Office of a completed curriculum crosscheck, signed by your academic advisor, along with a current transcript, one semester prior to student teaching;

6. Completion of all prescribed course work in your selected curriculum or written evidence of approved course substitutions*.
 - * Students are encouraged to complete all course work other than EDCI 440 prior to student teaching. If necessary, a three-hour literature elective (or other non-professional course outside of the area of certification) may be scheduled with student teaching. EDCI 440 must be taken at the same time as student teaching.
7. Submission of an Application for Student Teaching to the Office of Teacher Clinical Experiences (Soulier House) during the semester prior to student teaching (whether or not all Praxis exams have been taken and passed). **Placement in a student teaching position will be held until passing scores are provided to the Office of Teacher Clinical Experiences.**

Student Teaching Abroad

By special arrangement with several universities in other countries, UL Lafayette students may schedule all or part of their student teaching abroad. To participate, obtain special approval from the Director of Teacher Clinical Experiences (Soulier House). Early inquiry is encouraged.

Additional Information on Student Teaching may be found in the Student Teaching Handbook, which may be accessed on-line at the following address:
<http://www.coe.louisiana.edu/studentteaching>.

PART FIVE

PREPARATION FOR PORTAL FOUR: EXIT FROM THE TEACHER PREPARATION PROGRAM, AND APPLICATION FOR CERTIFICATION

Graduation

Degree Applications must be picked up from the Registrar's Office (Martin Hall 171), paid for in the Student Cashier's Office (Corona Hall), and turned in to the COE Student Services Office (MDD 105) no later than the second week of classes in the student's final semester.

NOTE: Students who do not remove all holds on their records will not be allowed to graduate.

Certification Procedures

In order for UL Lafayette to process certification paperwork, the following items must be submitted to the COE Student Services Office (MDD 105):

1. Application for certification
2. Professional conduct form signed by student
3. Copies of all test results for the PRAXIS series
4. Check for \$50.00 (cost subject to change), payable to the Louisiana Department of Education
5. Self-addressed stamped envelope
6. Official transcript from all universities attended
7. State of Louisiana School Experience Verification Form (if applicable)
8. Legal documentation of name change (if applicable).

Certification from the state can take from 6 weeks to 3 months, so students are urged to turn in certification paperwork as early as possible.

APPENDIXES

- APPENDIX A. PRAXIS**
- APPENDIX B. FIELD EXPERIENCES**
- APPENDIX C. TIMELINES/CHECKLISTS**
- APPENDIX D. RESOURCES AVAILABLE TO TEACHER CANDIDATES**
- APPENDIX E. DEGREE PLAN AND OTHER OFFICIAL DOCUMENTS FOR THE INDIVIDUAL CANDIDATES**

APPENDIX A PRAXIS

THE PRAXIS examination series is now required for all Louisiana candidates for teacher certification. (If you took the NTE under earlier requirements, consult the COE Student Services Office for possible exemption from one or more portions of the PRAXIS.) At UL Lafayette, all required parts of the PRAXIS must be completed and passed before a student can be admitted to student teaching. The publication “Tests at a Glance, ” which will assist the candidate in preparing for all areas of the PRAXIS, may be viewed at the ETS website: www.ets/praxis.org. Test preparation booklets can be studied in the Materials Center (MDD 101).

PRAXIS I **The Pre-Professional Skills Test (PPST--Reading, Writing, Mathematics)**

Every Education student must satisfactorily complete PRAXIS I before being admitted to upper division. The PPST must be scheduled no later than the semester in which 45 hours are completed. *Learning Plus*, a computer program designed to help students prepare for PRAXIS I, is available in the Instructional Materials Center, Maxim Doucet Room 101, for a charge of \$10.00 per semester. *Plato* test preparation software for Praxis I is available in the Learning Center, Lee Hall 204. Students are strongly encouraged to utilize these resources in order to earn passing scores on the first try.

In addition to PRAXIS I (required for entrance into the teacher education program), the following examinations must be passed prior to enrollment in student teaching.

PRAXIS II

The Specialty Examinations

All candidates must complete the PRAXIS specialty examination(s) for the area(s) in which they are pursuing certification. **Students are cautioned to take the specialty examination(s) required for Louisiana certification in the selected area(s). Information on which Praxis II exams you should take, as well as the required scores for passing, may be obtained from the COE Student Services Office (MDD 105).**

Principles of Learning and Teaching (PLT)

The professional education test, *Principles of Learning and Teaching* (PLT), must also be completed with satisfactory scores prior to student teaching. **The version of the PLT that is required must be selected in accordance with the area of certification. This information, as well as the required scores for passing, is available in the PRAXIS registration booklet (available in MDD 105).**

When to Schedule PRAXIS II

Early Childhood (PK-3), Elementary (1-6), and Middle School (4-8) Education majors must take and pass PRAXIS II during or after Block II of their respective programs.

Secondary Education (7-12) and 1-12 (Art, Music, or Kinesiology Education) majors should schedule and pass all parts of PRAXIS II at least two semesters prior to student teaching.

[STUDENTS: INSERT AT THIS POINT THE CHART SHOWING THE CURRENT REQUIREMENTS FOR PRAXIS II.]

APPENDIX B FIELD EXPERIENCES

Rules and Responsibilities of the Teacher Candidate for Each Field Site

Dress Code

1. The dress code for school visits can best be described as **appropriate, professional, and conservative**. Always follow the dress code regulations of your particular school.

The following types of clothing are expressly prohibited:

- a. Recreational (athletic) and other “ultra-casual” clothing and footwear.
EXCEPTION: Kinesiology students are permitted to wear appropriate clothing for physical education classes.
- b. Clothing with alcohol, and/or drug/party/band endorsements should not be worn.

Procedures for School Visits

1. Arrive at the school early enough to check in with the principal’s office and be in the classroom at least ten minutes before the beginning of the class you are scheduled to observe.
2. In the office you will be given a visitor’s pass, which you must wear throughout your stay. (If it is your first visit, ask for directions to the classroom.) Return the pass to the principal’s office, and sign out if requested to do so, before leaving the campus.
3. If (**in an emergency only**) you should be unable to keep your appointment, call the school and ask the receptionist to tell the teacher that you are unable to report. (Also call or e-mail your college course instructor with your reason for not reporting as scheduled.)
4. During early field experiences, the candidates must:
 - a. Sign in at the office
 - b. Sit quietly in the place to which you have been directed.
 - c. Remember that the primary purpose of the early field experience is to listen and learn.
 - d. Refrain from interrupting the teacher and students.

Note: Field experiences are incorporated into all education courses. Candidates should plan to complete at least 10 hours of field experience per course. These experiences are designed to provide diverse experiences in a variety of settings at multiple grade levels. Through these field experiences, candidates will be offered many opportunities to interact with small groups, individual students, and whole-class groups, to refine their grasp of the knowledge, skills, and dispositions required for effective teaching.

5. For Elementary Education majors (in Block I, pre-service teachers will begin (at the discretion of the classroom teacher) to have more interaction with the elementary students by participating in any or all of the following types of activities:

- reading a book to students
- teaching a mini-lesson
- assisting the classroom teacher in other areas
- completing assignments as determined by your instructor
- reflective journaling
- focused observations
- interviewing teachers
- attending a school board meeting

6. During Block II, elementary education majors will teach in designated areas in small groups, completing some or all of the following:

- shadowing a teacher
- assisting with instruction
- assessing readability of texts
- creating a three-level study guide or pattern guide
- teaching individuals, small groups, or whole-class groups

7. Classroom conduct---a few additional reminders:

Gum, tobacco products, food, and drink (including water) are **expressly prohibited** in all classrooms.

Special permission is required for any photography, videotaping, or audiotaping.

NOTE: Unless specifically permitted by the instructor, no class may be missed for participation in field experiences.

In Summary

Remember that you are representing the University and our future generation of teachers. Conduct yourselves as professionals at all times. **Classroom teachers must NOT find it necessary to correct our teacher candidates!**

UL LAFAYETTE
EARLY FIELD EXPERIENCE IN PROFESSIONAL EDUCATION

Information for Participating Teachers

1. The college student (teacher candidate) shall complete a minimum of 30 clock hours in a classroom setting. The classroom teacher must be certified in the area he/she is teaching and must have been teaching at least three years. Please get teacher candidate's full name, telephone number, etc. on the first visit with you.
2. With your approval, you may be assigned two students.
3. If a teacher candidate does not report on the scheduled day/time and does not call, please notify me immediately. I will meet with the student.
4. Teacher candidate will provide you with a timesheet during each visit. Please complete the time/date and sign it. The candidate is required to complete no more than 5 hours each week; however, he/she must spend one full day with you at some point during the semester.
5. The teacher candidate has agreed to observe class and school policies, dress code, and is required to wear a UL Lafayette identification card when on your campus. Refuse to admit a candidate in the classroom if he/she is dressed inappropriately, or not wearing the UL identification tag. If this happens a second time, the student will not receive credit for the course.
6. Remember that these candidates are usually freshmen and sophomores. They may realize after only a few observations that education is not for them. If they should stop attending, please notify me immediately, so that I may call them.
7. Candidates are allowed to call roll, assist in checking papers, work in small groups, read to students, monitor student activity, or assist pupils with assignments. They are not allowed to supervise students independently or teach whole group instruction. A teacher must be present!
8. At the end of the semester, you must assess the teacher candidate's performance. Feel free to share the assessment with the candidate if you wish. That form is attached.

Your participation in the Introductory Field Experience Program is vital to the success of teacher education at UL Lafayette. Thank you for your assistance!

If you have any questions, please do not hesitate to contact me (Office 262-1498; Fax 262-1498)

Billie Henry, Field Experience Coordinator
bhenry@louisiana.edu

Dr. Lucy Begnaud, Director
Teacher Clinical Experiences
lbegnaud@louisiana.edu

Date Due _____

INTRODUCTORY FIELD EXPERIENCE IN PROFESSIONAL EDUCATION
Evaluation of Teacher Candidate

Teacher Candidate _____ CODE
Participating Teacher _____
Date _____ School _____
Subject or Grade Level _____

Please assess the teacher candidate's performance using the criteria and scale shown below. We encourage you to share the assessment with the candidate.

- | | | |
|---------|--|------------------|
| ___ 1. | Is punctual and attends according to schedule. | |
| ___ 2. | Is well-groomed and appropriately dressed. | SCALE |
| ___ 3. | Accepts and carries out assignments willingly. | 5 - Outstanding |
| ___ 4. | Performs tasks willingly. | 4 - Good |
| ___ 5. | Is eager to do more than what is expected. | 3 - Satisfactory |
| ___ 6. | Accepts guidance and suggestions from the participating teacher. | 2 - Poor |
| ___ 7. | Interacts positively with pupils. | 1 - Not Observed |
| ___ 8. | Works well with an individual pupil. | |
| ___ 9. | Is able to work well with small groups. | |
| ___ 10. | Shows maturity in dealing with pupils, teachers, and other school personnel. | |

Please give brief responses to the following questions:

1. What do you consider to be this candidate's major strength(s) as a prospective teacher?
2. What do you consider to be this candidate's major area(s) need of improvement?
3. Are you willing to participate in this program next semester? (___yes ___no)
4. Please use the back of this sheet for additional comments and suggestions you would like to offer about the program. **THANKS!**

PLEASE MAIL TO: Field Experience Coordinator Phone: 262-1331
Office of Clinical Experiences
P. O. Box 42051
Lafayette, LA 70504-4812

Signature of Participating Teacher _____

APPENDIX C
TIMELINES/CHECKLISTS

Junior Division
(Freshman/Sophomore Years)

- _____ Complete all course work listed for the freshman year of your selected curriculum.
- _____ Maintain a GPA of 2.5 or higher and earn grades of C or better on specified courses.
- _____ Schedule and take PRAXIS I. Information regarding PRAXIS I is available in the COE Student Services Office, Maxim Doucet, Room 105.
- _____ Submit a formal application for admission to the Teacher Education Program (TEP), the Upper Division in the College of Education. SEE NOTE BELOW.

NOTE: **Whether or not you have completed all of the above requirements,** you MUST apply for admission to the Teacher Education Program (Upper Division in the College of Education) **NO LATER THAN** the semester in which you will have attempted (not necessarily passed) a total of 45 hours. If you do not meet all requirements for admission to Upper Division, you will be required to complete and submit to the COE Student Services Office (MDD 105), along with your application, a form requesting an extension of your Junior Division status.

Upper Division
(Following admission to the Teacher Education Program)

Junior Year

All Education Majors

- _____ One semester before student teaching, complete a curriculum crosscheck with the COE Student Services Office, MDD 105.

PK-3, 1-6, and 4-8 Majors Only

- _____ Enter block scheduling. Block scheduling is a requirement that each PK-3, 1-6, and 4-8 Education student take certain “blocked” courses concurrently; blocks are indicated on your degree plan by asterisks. Consult your assigned Academic Advisor or the Department of Curriculum and Instruction (MDD 301) for additional information about block scheduling.
- _____ Schedule and take the specialty area of PRAXIS II (see Appendix A) during or after Block II.

Senior year (all Education Students)

_____Apply for student teaching or internship the semester before it is to be scheduled.

NO LATER THAN THE FIRST WEEK OF CLASSES IN THE CANDIDATE'S LAST SEMESTER:

_____ Obtain a degree application from the Registrar's Office (Martin Hall, Room # 171);

_____ Pay the \$45.00 (subject to change) graduation fee in the Student Cashiers' Office (Corona Hall);

_____ Take completed application to the COE Student Services Office (MDD 105).

NOTE: Students who do not apply for graduation or remove all holds on their records in a timely fashion will not be allowed to graduate.

After graduation

_____ Apply for certification in COE Student Services Office (MDD 105).

APPENDIX D

RESOURCES AVAILABLE TO TEACHER EDUCATION CANDIDATES

UL Lafayette and the College of Education provide a wealth of resources designed to assist teacher education candidates as they progress through their programs. Some of these resources are listed below.

Academic advisor (assigned on admission by the COE Student Services Office, Maxim Doucet Hall Room 105)

Learning Plus (In Materials Center, Maxim Doucet Hall Room 101) for PRAXIS I preparation

Plato – Lee Hall 204 – for Praxis I preparation

Junior Division Learning [tutoring] Center (Lee Hall Room 209)

COE Materials Center (Maxim Doucet Hall Room 101)

Teaching Academies (special sessions on topics of interest to pre-service teachers; check COE bulletin boards regularly for notices of these sessions)

Continuing Education workshops (e.g., public speaking, PRAXIS preparation)

Services for Students with Disabilities (Lee Hall Room 106)

Computer labs for student use

COE Student Services Office (Maxim Doucet Hall Room 105)

On-Line Resources:

1. **Blackboard (<http://suze.louisiana.edu>):** A resource for both professors and candidates whereby professors present coursework, documents, tasks, class notes, etc., online. Students may also access their grades on the system and may have access to a chat room for the course. Important information from the COE Student Services Office will be posted intermittently during each semester; candidates are encouraged to check Blackboard at least weekly to ensure that they are kept informed of policy changes, deadlines, and other relevant information.
2. **LaunchPAD (<http://launchpad.louisiana.edu>):** A web resource with online materials and mentoring features to help support pre-service teachers, novice teachers, and teachers working in Professional Development Schools. It includes the following features:

- a) mentoring: threaded discussion forums and chat rooms through which beginning teachers and professionals can support one another in seeking solutions to common classroom problems;
 - b) online courses: mini-courses on the Professional Development School model and other relevant topics such as techniques for engaging students in higher order thinking;
 - c) news/articles: news relevant to educators and featured articles written by experts in the field;
 - d) resources: lesson plans, grant information, and information on professional organizations; and
 - e) institutes/conferences: institutes and conferences of interest to educators.
3. **PASS-PORT**: A web-based tool for Louisiana universities to gather and evaluate performance data on pre-service teachers. It provides for the creation of electronic portfolios and a tool for guiding teacher candidates and institutions through the stages of pre-service teacher development and evaluation.
4. College of Education website (<http://www.coe.louisiana.edu/>).

When in Doubt: Consult the College of Education section of your catalog, your assigned advisor, or the College of Education Student Services Office (MDD 105), 337-482-6681.

APPENDIX E
DEGREE PLAN AND OTHER OFFICIAL PAPERS
FOR THE INDIVIDUAL CANDIDATE

[Student: Insert in this section a copy of your degree plan and any other official papers related to your individual requirements.]