



# College of Education & Human Development

## Field Experience Handbook

2023 - 2024

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**College of Education  
& Human Development**

## COLLEGE OF EDUCATION & HUMAN DEVELOPMENT MISSION STATEMENT

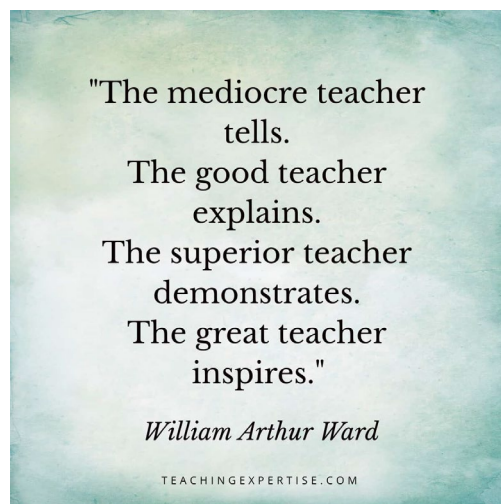
The mission of the College of Education & Human Development at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the College to be responsive to community, regional, 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 systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education & Human Development to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

## COLLEGE OF EDUCATION & HUMAN DEVELOPMENT TEACHER PREP MISSION STATEMENT

The teacher education programs at the University of Louisiana at Lafayette are informed by diverse worldviews to serve the holistic needs of students in local, state, national, and global educational contexts. Our mission is to empower current and future educators to be innovative, socially just, responsive professionals who contribute to and advocate for a more inclusive and equitable society for all.

## COLLEGE OF EDUCATION & HUMAN DEVELOPMENT CONCEPTUAL FRAMEWORK: THE RESPONSIVE PROFESSIONAL

The Conceptual Framework of UL Lafayette College of Education & Human Development 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 & Human Development'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 a respect for diversity and a commitment to professionalism.



## LOUISIANA TEACHER PREPARATION COMPETENCIES<sup>1</sup>

The Louisiana competencies for initial teacher certification define what a teacher candidate must know and be able to do in order to be eligible for certification upon completion of a BESE-approved teacher preparation program.

The following teacher preparation competencies apply to all content areas and grade levels for which a teacher candidate may be certified to teach. The competencies identify essential knowledge and skills that align with current expectations for practicing teachers, including but not limited to what a teacher candidate must know and be able to do in order to: 1. communicate and collaborate with students, colleagues, families, and community members to support students' learning and development; and 2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

### Alignment of Teacher Competencies to State and National Standards

| Item # | Louisiana Teacher Preparation Teacher Competencies   | Conceptual Framework Unit Outcomes         | COMPASS Teaching Standards based on Charlotte Danielson's Teaching Framework | INTASC Standards | CAEP 2022  |
|--------|--|--|--|------------------|------------|
| A.     | The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric.                                     | CF-K1, CF-K2, CF-K4, CF-K6<br>CF-R1, CF-R2 | All  | All              | All        |
| B.     | The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.                            | CF-K2, CF-K3, CF-K4                        | 1c   | 4, 5, 8          | R1.2       |
| C.     | The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student. | CF-R1, CF-K5                               | 4a   | 3, 7, 9          | R1.1       |
| C.1    | The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.  | CF-R2                                      | 3d   | 6, 8             | R1.1, R1.3 |
| C.2    | The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.   | CF-K5                                      | 3e   | 6, 8, 10         | R1.3, R1.4 |
| C.3    | The teacher candidate uses structured input and feedback from a variety of   | CF-P1, CF-R1                               | 4d   | 10               | R1.3       |

|    |   |  |                   |            |      |
|----|---|--|-------------------|------------|------|
|    | sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.   |  |                   |            |      |
| D. | The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.  | CF-K1,<br>CF-K2,<br>CF-K4,<br>CF-K6<br>CF-R1,<br>CF-R2 | All               | All        | R1.1 |
| E. | The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903). | CF-D2,<br>CF-K9  | 1c, 3c            | 1, 2, 5, 7 | R1.4 |
| F. | The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.   | CF-K3,<br>CF-K8,<br>CF-D5                              | 1c, 2c, 3b,<br>3c | 1, 2, 3    | R1.3 |
| G. | teacher candidate develops and applies instructional supports and plans for an individualized Education Plan (IEP) or individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.  | CF-K9,<br>CF-D2,<br>CF-D3                              | 1c, 3c            | 1, 2, 7    | R1.1 |
| H. | The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.   | CF-K5,<br>CF-D2  | 3d                | 1, 2, 7    | R1.3 |

<sup>1</sup><https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4>

## SECTION 1 INTRODUCTION

The purpose of the Field Experience Handbook is to describe the Field Experience Program as part of the Teacher Preparation Program (TPP) in the College of Education & Human Development at the University of Louisiana at Lafayette. Field experiences are an integral part of UL Lafayette's Teacher Education Program. The Field Experience Program meets local and national standards. CAEP, Council for the Accreditation of Educator Preparation, states the following regarding clinical experiences:

*“The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate’s knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students’ learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.”<sup>1</sup>*

### Definition and Purpose of the Field Experience Program

The Field Experience Program is the component of the Teacher Preparation Program that provides teacher candidates with systematic and authentic experiences with teaching in K-12 instructional settings before the yearlong residency. Field experiences are defined by CAEP 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 enrich academic coursework by providing candidates with opportunities to observe and participate in the day-to-day life of teaching at participating schools and related instructional settings. Through reflection, candidates begin to learn how to implement and demonstrate expertise in knowledge and practice in real world environments. Field experiences promote awareness and understanding of diversity in the community. In addition, it is through field experiences that candidates begin their lifelong commitment to ongoing professionalism as they learn to engage in service, advocacy, collaboration, and leadership. Through this process, the teacher candidate is integrated into the College of Education & Human Development's Conceptual Framework, *The Responsive Professional*.

Field experience opportunities provided by the College of Education & Human Development allow teacher candidates to experience both early and continuing field-based viewpoints in which they may observe, assist, tutor, instruct, and interact with students, teachers, related service providers, and administrators. A hierarchy of experiences is woven throughout the program from urban to rural schools, from large to small schools, from low performing to high performing schools, as well as in various community contexts. All field experiences take place in off-campus settings within UL's seven-parish area (i.e., Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, and Vermilion Parishes. UL also serves part of St. Mary Parish)

<sup>1</sup> <https://caepnet.org/standards/2022-ntp/standard-2>

## Goals of Field Experiences

The overall goal of the Field Experience Program is to help teacher candidates develop and demonstrate the knowledge, skills, and dispositions that will enable them to become exceptional teaching professionals. The goals listed below apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. (Specific objectives for each course appear in the course syllabus.)

## Goals Across All Field Experience Levels

These goals are developmental and continuous throughout all the field experience levels. These are broad and apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following goals identify the proficiencies candidates will acquire throughout all field experience levels:

1. Develop an understanding of the real-world instructional professional.
2. Participate in hands-on experiences in instructional settings.
3. Exhibit skill in integrating technology and instruction.
4. Demonstrate knowledge and understanding of student assessment.
5. Identify and clarify personal values, attitudes, beliefs, and prejudices in reference to members of diverse groups.
6. Establish cooperative relationships with effective instructional professionals.
7. Engage in collaborative sharing of ideas, resources, and expertise in educational practices.
8. Observe the collaborative interaction between and among instructional settings, teachers, parents, community, and related service providers.
9. Develop self-confidence in the ability to make judgments about effective instruction.
10. Observe, identify, and describe the connection between the University of Louisiana at Lafayette's Teacher Preparation Program and the world of practice.

## Goals Specific to Level 1 Field Experiences

These are broad goals that apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following measurable objectives identify the proficiencies candidates will acquire through Level 1 Field Experiences:

1. Begin to think of themselves as professionals.
2. Observe, identify, and describe how various learning environments are set up and how they affect student and adult behaviors.
3. Observe, identify, and describe strategies that motivate students to learn.



4. Observe, identify, and describe various instructional strategies.
5. Observe, identify, and describe various instructional styles.
6. Observe, identify, and describe effective instructional assessment.
7. Observe, identify, and describe how lesson plans are applied and implemented during instruction.
8. Observe, identify, and describe the implementation of management techniques in instructional settings.
9. Observe, identify, and describe various discipline techniques implemented in instructional settings.
10. Observe, identify, and describe characteristics and practices of teachers and related service providers that candidates wish to emulate in their own instructional profession.

### **Goals Specific to Level 2 Field Experiences**

These are broad goals that apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following measurable objectives identify the proficiencies candidates will acquire through Level 2 Field Experiences:

1. Develop and implement lesson plans specific to a content area.
2. Instruct students in specific content areas.
3. Select and apply effective instructional strategies.
4. Select and apply strategies to motivate students.
5. Select and apply effective instructional assessment.
6. Implement effective instructional management techniques.
7. Integrate technology and instruction.
8. Instruct individual students as well as small and large groups of students.
9. Confer with clinical teachers and related service providers about candidate performance.

## Goals Specific to Level 3 Field Experiences

These are broad goals that apply to all certification programs: Early Childhood Education, Elementary Education, Kinesiology, Middle School Education, Secondary Education, and Special Education. The following measurable objectives identify the proficiencies candidates will acquire through Level 3 Field Experiences.

### The candidate will

#### *Knowledge in Expertise and Practice*

1. Demonstrate knowledge of students.
2. Demonstrate knowledge of content, pedagogy, and resources.
3. Establish a culture of learning.
4. Communicate clearly and accurately.
5. Use effective question and discussion techniques.
6. Engage students in learning.
7. Assess student learning.
8. Provide timely feedback to students.
9. Demonstrate flexibility and responsiveness.

#### *Planning*

1. Display knowledge of content and pedagogy.
2. Demonstrate knowledge of resources.
3. Design coherent instruction.
4. Design student Assessments.

#### *Professionalism*

1. Reflect on Teaching.
2. Maintain accurate records.
3. Grow and develop professionally, accepting suggestions and criticisms in a professional spirit.
4. Conform to rules, philosophy, and policies of the assigned school, including the school day schedule and yearly calendar.
5. Maintain proper professional relationships with all other school personnel.
6. Communicate as early as possible to your supervisor, concerns, or problems.
7. Communicate with families.

8. Participate in a professional community.
9. Exhibit a professional attitude with students, faculty, and staff at all times.
10. Grow and develop professionally.
11. Participate in non-instructional activities, such as faculty meetings and parent-teacher conferences.
12. Contribute to the school and district by participating in extra-curricular activities.

### *Classroom Management*

1. Create an environment of respect and rapport.
2. Establish a culture for learning.
3. Manage classroom procedures.
4. Manage student behavior.
5. Organize physical space.



## SECTION 2

### LEVELS AND SEQUENCE OF FIELD EXPERIENCES

#### Levels of Field Experiences

The UL Lafayette Teacher Education Program has three levels of field experiences: Level 1, Level 2, and Level 3. As candidates progress through the certification program, field experiences are integrated throughout all upper division courses.

Level 1 Early Field Experiences are part of course requirements in EDFL 106 – Introduction to Education and EDFL 201–Teaching, Learning, and Growth. These courses are required during the first year after candidates have declared education as a major and requires five hours of field experiences per course. Level 1 field experiences are completed during freshman and sophomore semesters prior to entrance into the Teacher Preparation Program. Therefore, Level 1 is the first of a progression of field-based experiences through which candidates are introduced into the world of teaching. The overall goal of Level 1 field experiences is to assist candidates to begin thinking of themselves as professional educators. Field Experiences require teacher candidates to conduct observations in local K-12 settings.

Level 2 Field Experience begins when candidates enter the Teacher Preparation Program. Most methods courses require a field experience consistent with course content, state and national content standards, and state certification requirements. Level 2 field experiences require that candidates design instruction and assume a measure of responsibility for teaching. Throughout the experiences, candidates reflect on and assess their personal strengths and limitations under the guidance of the university professor. Level 2 Field Experiences include classroom observation and participation.

Level 3 is the yearlong residency and occurs when candidates begin their final year. Through Clinical Field Experiences, candidates engage in all aspects of the profession through co-planning, co-teaching, and co-reflecting with a Mentor Teacher. Level 3 Field Experiences include observation, participation, and teaching.



## Watermark Student Learning and Licensure and Field Experiences

The College of Education & Human Development has instituted a unit assessment system consisting of four portals. A “Portal” is an evaluation point at which the teacher candidate must demonstrate indicated proficiencies in order to exit the portal. Degree requirements for the College of Education & Human Development indicate that teacher candidates must successfully complete the assessment system in order to be awarded the prospective degree.

A brief summary of the 4 portals are as follows:

Portal I: Admission to the University

Portal II: Admission to Teacher Preparation Program

Portal III: Admission to Level 2 Field Experiences

Portal IV: Admission to the yearlong Teaching Residency

Admission to Portal I consists of the institutional requirements to be accepted into the University of Louisiana at Lafayette. The College of Education & Human Development recognizes and accepts the institutional requirements and does not have any additional requirements beyond those required by the University. When candidates are accepted into the University of Louisiana at Lafayette with no conditions or stipulations, they have successfully completed Portal I requirements.

Admission to Portal II consists of completion of selected requirements for candidates to be admitted to the Teacher Preparation Program (TPP). Teacher candidates are eligible to apply to the TPP with the following requirements: 2.5 GPA, at least 45 credit hours, and completion of Freshman year courses. Candidates must successfully complete Portal II requirements in addition to any other University or College of Education & Human Development requirements.

After successfully completing Portal II requirements, candidates are admitted to Portal III. In Portal III candidates demonstrate their ability to perform necessary skills in preparation for clinical experiences. All teacher education candidates, including Certification-Only candidates, must pass Praxis II prior to starting the yearlong residency and must complete Portal III artifacts.

In Portal IV, candidates are completing the yearlong residency. They must demonstrate knowledge and expertise in practice as they complete the required portal artifacts to exit the program.

## Field Experiences in Certification Programs

The following tables illustrate the organization of the field experience levels and the required courses within each level. The tables are organized according to certification program: Early Childhood Education (PreK-3), Elementary Education (1-5), Kinesiology (K-12), Middle School Education (4-8), Secondary Education (6-12).

### Early Childhood Education (PK-3)

| LEVEL 1  | LEVEL 2   | LEVEL 3   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• EDFL 106: Introduction to Education</li> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 430: Building Learning Communities</li> <li>• IRED 320: Technology in the Classroom</li> <li>• LTCY 301: Foundations of Language and Literacy in ECE</li> <li>• EDCI 413: Foundations and Program Development in Early Childhood Education</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDCI 349: PK-6 Mathematics Methods</li> <li>• LTCY 303: Literacy Practicum: Early Childhood</li> <li>• EDCI 407: Understanding and Facilitating Play</li> <li>• EDCI 411: Developmental Assessment and Research in Early Childhood Education</li> <li>• EDCI 308: Children's Literature for Teaching, Learning, and Growth</li> <li>• SPED 391: Foundations of Inclusive Education</li> <li>• KNES 301: Kinesthetic Learning Methods and Health Concepts for Early Childhood and Elementary School Children</li> <li>• LTCY 411: Literacy Assessment and Instruction</li> <li>• SPED 422: Working with Families of Young Children</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 472: Teacher Residency I in Early Childhood Education</li> <li>• EDCI 476: Teacher Residency II in Early Childhood Education</li> </ul> |

### Elementary Education (1-5)

| LEVEL 1  | LEVEL 2  | LEVEL 3  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• EDFL 106: Introduction to Education</li> <li>• EDFL 201: Teaching, Learning, and Growth</li> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 300: Language Arts in the Elementary School</li> <li>• IRED 320: Technology in the Classroom</li> <li>• EDCI 430: Building Learning Communities</li> <li>• EDCI 425: Science in the Elementary School</li> <li>• EDCI 349: PK-6 Math Methods I</li> <li>• LTCY 311: Practicum in Reading: Elementary</li> <li>• EDFL 456 Classroom Assessment for the Elementary Teacher</li> <li>• EDCI 351: Practicum in Elementary Mathematics</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDCI 426: Social Studies in the Elementary School</li> <li>• KNES 301: Kinesthetic Learning Methods and Health Concepts for ECE and Elementary School Children</li> <li>• LTCY 411: Assessment and Prescriptive Teaching of Reading</li> <li>• EDCI 308: Children's Literature for Teaching, Learning, and Growth</li> <li>• SPED 391: Foundations of Inclusive Education</li> </ul> | <p>EDCI 473: Teacher Residency I in Elementary Grades</p> <p>EDCI 477: Teacher Residency II in the Elementary Grades</p> |
|  | <i><b>ALTERNATE CERTIFICATION ONLY</b></i>   |  |
|  | EDCI 353: PK-6 Mathematics Methods for Alternate Certification Candidates  |  |

**Middle School Education (4-8)**

| LEVEL 1   | LEVEL 2   | LEVEL 3   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> <li>• EDFL 106: Introduction to Education</li> <li>• EDFL 201 Teaching, Learning, and Growth</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 439: Building Learning Communities in Middle Schools</li> <li>• IRED 320: Technology in the Classroom</li> <li>• LTCY 410: Teaching Content Literacy in the Secondary/Middle School</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDFL 456: Classroom Assessment for the Elementary Teacher</li> <li>• LTCY 409 The Reading Act: Instruction through the School Years</li> <li>• SPED 391: Foundations of Inclusive Education</li> </ul> <p style="text-align: center;"><i>Candidates must complete two focus areas</i></p> <ul style="list-style-type: none"> <li>• EDCI 352: Middle School Mathematics Methods</li> <li>• EDCI 422: Middle School English Methods</li> <li>• EDCI 423: Middle School Science Methods</li> <li>• EDCI 424: Middle School Social Studies Methods</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 474: Teacher Residency I in Middle School</li> <li>• EDCI 478: Teacher Residency II in the Middle School</li> </ul> |



### Secondary Education (6-12)

| LEVEL 1  | LEVEL 2   | LEVEL 3  |         |         |         |  |   |   |                         |  |  |         |         |         |  |   |   |                         |  |  |
|--|---|--|---------|---------|---------|--|---|---|-------------------------|--|--|---------|---------|---------|--|---|---|-------------------------|--|--|
| <ul style="list-style-type: none"> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> <li>• EDFL 106: Introduction to Education</li> <li>• EDFL 201: Teaching, Learning, and Growth</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 450: Cultivating a Classroom Culture for Learning</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDFL 456: Classroom Assessment in Grades 9-12</li> <li>• IRED 320: Technology in the Classroom</li> <li>• LTCY 410: Teaching Content Literacy in the Secondary/Middle School</li> <li>• SPED 391: Foundations of Inclusive Education</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 475: Teacher Residency I in the Secondary School</li> <li>• EDCI 479: Teacher Residency II in the Secondary School</li> </ul>  |         |         |         |  |   |   |                         |  |  |         |         |         |  |   |   |                         |  |  |
|  | <b>CONTENT SPECIFIC</b>   |  |         |         |         |  |   |   |                         |  |  |         |         |         |  |   |   |                         |  |  |
|  | <ul style="list-style-type: none"> <li>• EDCI 448: Secondary School English Methods</li> <li>• EDCI 452: Secondary School Mathematics Methods</li> <li>• EDCI 453: Secondary School Science Methods</li> <li>• EDCI 454: Secondary School Social Studies Methods</li> <li>• MUS 335 or 337: Methods of Teaching</li> <li>• VIAR 415: Advanced Methodology in Art Education</li> </ul>                         | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;"><b>Secondary Education (6-12)</b></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 33%;">LEVEL 1</th> <th style="width: 33%;">LEVEL 2</th> <th style="width: 33%;">LEVEL 3</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> <li>• EDFL 106: Introduction to Education</li> <li>• EDFL 201: Teaching, Learning, and Growth</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• EDCI 450: Cultivating a Classroom Culture for Learning</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDFL 456: Classroom Assessment in Grades 9-12</li> <li>• IRED 320: Technology in the Classroom</li> <li>• LTCY 410: Teaching Content Literacy in the Secondary/Middle School</li> <li>• SPED 391: Foundations of Inclusive Education</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• EDCI 475: Teacher Residency I in the Secondary School</li> <li>• EDCI 479: Teacher Residency II in the Secondary School</li> </ul> </td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>CONTENT SPECIFIC</b></td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; 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| <b>CONTENT SPECIFIC</b>  |   |  |         |         |         |  |   |   |                         |  |  |         |         |         |  |   |   |                         |  |  |
| LEVEL 1  | LEVEL 2   | LEVEL 3  |         |         |         |  |   |   |                         |  |  |         |         |         |  |   |   |                         |  |  |
| <ul style="list-style-type: none"> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> <li>• EDFL 106: Introduction to Education</li> <li>• EDFL 201: Teaching, Learning, and Growth</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 450: Cultivating a Classroom Culture for Learning</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDFL 456: Classroom Assessment in Grades 9-12</li> <li>• IRED 320: Technology in the Classroom</li> <li>• LTCY 410: Teaching Content Literacy in the Secondary/Middle School</li> <li>• SPED 391: Foundations of Inclusive Education</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 475: Teacher Residency I in the Secondary School</li> <li>• EDCI 479: Teacher Residency II in the Secondary School</li> </ul>  |         |         |         |  |   |   |                         |  |  |         |         |         |  |   |   |                         |  |  |
| <b>CONTENT SPECIFIC</b>  |   |  |         |         |         |  |   |   |                         |  |  |         |         |         |  |   |   |                         |  |  |

**Kinesiology (Health and PE K-12)**

| LEVEL 1   | LEVEL 2  | LEVEL 3  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• EDFL 106: Introduction to Education</li> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> <li>• KNES 215: Skills and Techniques: Fundamental Movement</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDCI 449: Secondary School Health and PE Methods</li> <li>• EDCI 450: Cultivating a Classroom Culture for Learning</li> <li>• KNES 221: Skills and Techniques: Sport/Activity</li> <li>• HLTH 313: Coordinated School Health Education Strategies</li> <li>• KNES 301: Kinesthetic Learning Methods and Health Concepts for Early Childhood and Elementary School Children</li> <li>• KNES 305: Motor Behavior and Control</li> <li>• KNES 306: Introduction to Physical Education for Individuals with Disabilities</li> <li>• KNES 350: Skills and Techniques: Lifetime Contemporary Activities</li> <li>• KNES 400: Measurement and Evaluation in Kinesiology</li> <li>• LTCY 409: The Reading Act: Instruction through the School Years</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 480: Teacher Residency I in K-12 Health and Physical Education</li> <li>• EDCI 488: Teacher Residency II in Grades K-12</li> </ul> |

**Art Education (K-12)**

| LEVEL 1  | LEVEL 2   | LEVEL 3  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• EDFL 106: Introduction to Education</li> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> <li>• VIAR 216</li> <li>• VIAR 315</li> </ul> | <ul style="list-style-type: none"> <li>• VIAR 415</li> <li>• EDCI 450: Cultivating a Classroom Culture for Learning</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• LTCY 410: Teaching Content Literacy in the Secondary/Middle School</li> <li>• SPED 391: Foundations of Inclusive Education</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 483</li> <li>• EDCI 488</li> </ul> |

**Music Education (K-12)**

| LEVEL 1   | LEVEL 2   | LEVEL 3  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• EDFL 106: Introduction to Education</li> <li>• EDCI 140: Developing a Worldview of Teaching and Learning</li> <li>• MUS 332</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• EDCI 450: Cultivating a Classroom Culture for Learning</li> <li>• EDCI 427: Teaching in a Diverse Society</li> <li>• LTCY 409: Teaching Content Literacy in the Secondary/Middle School</li> <li>• SPED 391: Foundations of Inclusive Education</li> <li>• MUS 335 or 337</li> <li>• MUS 336 or 338</li> <li>• IRED 320: Technology in the Classroom</li> </ul> | <ul style="list-style-type: none"> <li>• EDCI 484</li> <li>• EDCI 488</li> </ul> |

## SECTION 3

## GUIDELINES FOR PARTICIPATING IN FIELD EXPERIENCES

**Expectations, Rules, and Responsibilities of Teacher Candidates***Dress Code*

The dress code for visits to schools and related instructional settings should be appropriate and professional. Review and follow the dress code regulations of the district/school/instructional setting. Candidates working in Health and PE settings are permitted to wear appropriate clothing for physical education classes.

*Procedures for Visits to School and Related Instructional Settings*

1. Ensure contact has been made with the school, teacher, and/or principal to schedule your visit. See course instructor for guidelines.
2. Arrive at the school or related instructional setting early enough to sign in at the front office. You **MUST** sign in at the front office prior to going to the classroom.
3. Be on time and arrive at least 10 minutes before instruction begins.
4. Ensure your UL Lafayette personal ID is visible at all times while at the school campus/related instructional setting. You may be given a visitor's pass. Wear the pass at all times while on the school campus or related instructional setting.
5. You must know and adhere to the policies, practices, and procedures of the school/related instructional setting. Please check policies about clear bags for visitors.
6. In the classroom or at the site, introduce yourself (if applicable) and communicate with the clinical teacher about expectations for your visit.
7. If (in an emergency only) you should be unable to keep your appointment, communicate with the appropriate contact person to let them know of the absence. Contact your university course instructor with your reason for not reporting as scheduled.
8. Cell phones are prohibited in instructional settings. Please turn your phone on silent and put away during the site visits.
9. Photography, videotaping, or audiotaping of students is prohibited unless appropriate release forms have been procured.

*Dispositions*

The Teacher Preparation Program systematically assesses professional dispositions. Teacher candidates should be aware of and working towards high levels of the following disposition domains (see Appendix):

- ❖ Open to feedback
- ❖ Collaboration
- ❖ Diverse Learner Responsiveness
- ❖ Commitment to Learning and Improvement
- ❖ High achievement for all Students
- ❖ Advocacy

## SECTION 4 ADMINISTRATION OF FIELD EXPERIENCES

### Role of Course Instructor

The course instructor plays a central role in the field experience program. Specific course activities and procedures are determined and organized by the university professor.

### Role of Field Experience Coordinator Level 1 Experiences

The Field Experience Coordinator for Level 1 clinical experiences organizes, manages, and administers the overall field experience program for freshmen and sophomores. The coordinator works closely with area schools and related instructional settings, principals, teachers, and related service providers to coordinate the placement of teacher candidates. The Field Experience Coordinator performs the following responsibilities:

1. Identifies and contacts prospective participating schools and related instructional settings by communicating with principals and potential teachers and related service providers.
2. Communicates with participating schools and related service providers to organize and set up field experiences for teacher candidates.
3. Visits participating schools and related instructional settings.
4. Meets with teachers, related service providers, and principals as needed.
5. Remains in constant communication with participating schools, related instructional settings, teachers, related service providers, and university faculty.

### Role of Field Experience Clinical Teachers

The mentor teacher undertakes some definite responsibilities in the program of educating beginning teachers. Essentially, the mentor teacher is responsible for showing the novice how to connect theory with practice and how to put into practice effective instructional strategies. It is the mentor teacher who inducts the novice into the practical work of teaching in such a manner as to avoid the mistakes a beginning teacher is prone to make. Responsibilities of a mentor teacher consist of, but are not limited to, the following:

- Reflection
- Advocacy
- Leadership
- Collaboration
- Diversity
- Professional growth
- Service



*Appendix:*  
*Forms*





UNIVERSITY of  
**LOUISIANA**  
L A F A Y E T T E

**College of Education  
& Human Development**

**Introductory Field Experience Teacher Candidate Application Form**

|   |
|---|
| <b>Last name, First Name:</b>   |
| <b>ULID:</b>  |
| <b>Phone number where you can be reached:</b>   |
| <p><b>Do you have Transportation?</b></p> <p>Yes                  No</p>  |
| <b>Name of the high school you graduated from:</b>  |
| <b>Name of the school(s) in this area that you have relatives employed:</b>   |
| <p><b>Check the course(s) you are currently in:</b></p> <p>EDFL 106 ____ Instructor: Dore Myers Section/time _____</p> <p>EDFL 201 ____ Instructor: Dore Myers Section/time _____</p>                   |
| <p>List three schools you would like to be assigned. This does not mean you are guaranteed these choices:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>   |
| <p><b>Check your major:</b></p> <p>____ Early Childhood Education    ____ Elementary Education    ____ K-12</p> <p>____ Middle School Education    ____ Secondary Education    Concentration: _____</p> |





UNIVERSITY *of*  
**LOUISIANA**  
L A F A Y E T T E ®

**College of Education  
& Human Development**

Date:

To: Field Experience Contact

From: \_\_\_\_\_

This letter identifies \_\_\_\_\_ as a teacher candidate enrolled in the University of Louisiana at Lafayette's College of Education & Human Development during the \_\_\_\_\_ semester. This candidate is currently completing Level 1 field experiences. Candidates must complete a minimum of **five (5) clock hours** of field experience as part of their course requirements. This teacher candidate has been assigned to your school to complete their field experiences.

Your willingness to assist the College of Education & Human Development in providing early field experience opportunities to aspiring teachers is greatly appreciated. Should you have any questions, please do not hesitate to contact me.

Sincerely,

Instructor  
University of Louisiana at Lafayette



UNIVERSITY of  
**LOUISIANA**  
L A F A Y E T T E

**College of Education  
& Human Development**

**Appendix C: Level 1 Field Experience Time Documentation Log**

Semester \_\_\_\_\_ Section \_\_\_\_\_

Instructor: \_\_\_\_\_

Name: \_\_\_\_\_ Major: \_\_\_\_\_

Assigned School: \_\_\_\_\_

This teacher candidate is required to complete a minimum of five (5) hours of field experiences as part of their course requirements. Thank you for supporting UL Lafayette’s College of Education & Human Development’s teacher candidates. We sincerely appreciate your time and commitment to our program.

| Date | Time |     | Total Hours | Class/Subject | Teacher’s Signature | Teacher’s Email |
|------|------|-----|-------------|---------------|---------------------|-----------------|
|      | IN   | OUT |             |               |                     |                 |
|      |      |     |             |               |                     |                 |
|      |      |     |             |               |                     |                 |
|      |      |     |             |               |                     |                 |
|      |      |     |             |               |                     |                 |
|      |      |     |             |               |                     |                 |
|      |      |     |             |               |                     |                 |

Candidate’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **InTASC Standards** **Interstate New Teacher Assessment and Support Consortium**

### **Standard 1: Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### **Standard 2: Student Learning**

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

### **Standard 3: Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

### **Standard 4: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

### **Standard 5: Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **Standard 6: Communication**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **Standard 7: Planning Instruction**

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### **Standard 8: Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

### **Standard 9: Reflection and Professional Development**

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### **Standard 10: Collaboration, Ethics, and Relationships**

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

### General LDOE Teacher Competencies

- A. The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.
- B. The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student.
  - 1. The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.
  - 2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.
  - 3. The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.
- D. The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.
- E. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).
- F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.
- G. The teacher candidate develops and applies instructional supports and plans for an Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.
- H. The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

## Glossary

**Clinical Teacher.** A certified PK-12 classroom teacher for Level 1 and Level 2 field experiences.

**Field Experiences.** 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.

**Level 1 Field Experiences.** Early field experiences in the freshman year that are observation only, no student contact.

**Level 2 Field Experiences.** Field experiences in the junior year in which pre-service teachers are working in P-12 settings assisting the teacher, working with small groups, and individual tutoring.

**Level 3 Field Experiences.** Pre-service teachers complete their yearlong residency in P-12 settings as a co-teacher. Each resident is assigned to a mentor and will co-teach, co-plan, and co-reflect with the mentor teacher.

**Instructional Settings.** Public and private schools and non-school settings in Network areas, formerly Region IV where teacher candidates fulfill their field experience requirements.

**Level 1 Field Experience Coordinator.** Individual who facilitates and manages the placement for Level 1 field experiences.

**Mentor Teacher.** A teacher certified to mentor Level 3 (Residency II candidates) clinical experiences.

**Non-school Instructional Settings.** Hospitals, allied health centers, community centers, homeless shelters, private homes, childcare centers, and Head Start.

**Participating School.** A public or private school where teacher candidates fulfill their field experience requirements.

**Related Service Providers.** Licensed professionals, such as speech pathologists, psychologists, social workers, physical therapists, occupational therapists, and nurses.

**Teacher Candidate.** A UL Lafayette student enrolled in the College of Education & Human Development who is engaged in the preparation process for PK-12 professional licensure or certification.



## Disposition Survey

**Directions:** For each disposition, descriptors of behaviors are provided and are meant to be representative examples of observable behaviors. The examples provided do not embrace all observable behaviors related to the disposition.

**Ratings:** (1) Unacceptable (2) Developing (3) Competent (4) Highly Effective

**Definition of Terms:**

### 4. Highly Effective

The teacher candidate demonstrates a highly developed a deep appreciation and awareness of the attitudes and behaviors required of professional teachers in the PK-12 classroom. The teacher candidate learns from experiences and is open to improvement. The teacher candidate respects and values supervisors, colleagues, and teachers and works well with others. The teacher candidate is highly self-reflective and accepts constructive feedback and suggestions in order to improve. The teacher candidate holds high expectations for all learners. The teacher candidate exhibits outstanding teaching skills and positive ethical behaviors. The teacher candidate is very knowledgeable about legal issues in the school setting. Demonstrated 90% to 100% of the time.

### 3. Competent

The teacher candidate demonstrates an adequate appreciation and awareness of the attitudes and behaviors required of professional teachers in the PK-12 classroom. The teacher candidate learns from experiences and is sometimes open to improvement. The teacher candidate respects and values supervisors, colleagues, and teachers, but sometimes does not work well with others. The teacher candidate fails to be self-reflective and does not always accept constructive feedback and suggestions in order to improve. The teacher candidate does not hold high expectations for all learners. The teacher candidate exhibits adequate teaching skills and limited positive ethical behaviors. The teacher candidate is somewhat knowledgeable about legal issues in the school setting. Demonstrated 75%-89% of the time.

### 2. Developing

The teacher candidate demonstrates a minimal appreciation and awareness of the attitudes and behaviors required of professional teachers in the PK-12 classroom. The teacher candidate is not consistent in learning from experiences and is minimally open to improvement. The teacher candidate does not consistently respect and value supervisors, colleagues, and teachers, and does not work well with others. The teacher candidate fails to use self-reflective and fails to accept constructive feedback and suggestions in order to improve. The teacher candidate does not hold high expectations for all learners. The teacher candidate does not consistently exhibit adequate teaching skills and may exhibit unethical behaviors. The teacher candidate is not knowledgeable about legal issues in the school setting. Demonstrated 50%-74% of the time.

### 1. Unacceptable

The teacher candidate exhibits a distinct lack of understanding of the dispositions required of professional teachers in the PK-12 classroom. Serious deficiencies in the knowledge, skills and attitudes needed to be a teacher are apparent. Unwillingness to appreciate learner differences, unwillingness to collaborate with others, and a serious lack of integrity and ethical behavior is apparent. The teacher candidate should be counseled about his or her choice of teaching as a career. Demonstrated less than 50% of the time.

**Ratings:** (1) Unacceptable (2) Developing (3) Competent (4) Highly Effective

| Disposition Domain | Disposition | 1 | 2 | 3 | 4 |
|--------------------|-------------|---|---|---|---|
|                    |             |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Open to Feedback</b>                       | <p>The teacher candidate is observed demonstrating life-long learning and personal growth through reflection, seeking constructive feedback, and being willing to learn from others and past experience.</p> <ul style="list-style-type: none"> <li>• <i>Positively accepts evaluative feedback from others</i></li> <li>• <i>Seeks information for making decisions</i></li> <li>• <i>Make observations and ask questions about teaching practices</i></li> <li>• <i>Evaluates own performance and generates ideas for improvement</i></li> </ul>   |  |  |  |  |
| <b>Collaboration</b>                          | <p>The teacher candidate is observed being a good collaborator and working well with other teachers, administrators, parents, and the community.</p> <ul style="list-style-type: none"> <li>• <i>Considers contributions of others equally valued</i></li> <li>• <i>Share participation, decision making, and accountability with others</i></li> <li>• <i>Interacts in a polite and respectful manner</i></li> <li>• <i>Demonstrates empathy and understanding for others</i></li> </ul>  |  |  |  |  |
| <b>Diverse Learner Responsiveness</b>         | <p>The teacher candidate is observed treating every learner as a valued member of their classroom and learning community.</p> <ul style="list-style-type: none"> <li>• <i>Knowledge about and respect for the community in which their learners come</i></li> <li>• <i>Lessons are developed that include the perceptions of different groups.</i></li> <li>• <i>Demonstrates no sign of prejudice or bias toward certain students or groups of people.</i></li> <li>• <i>Creates a learning environment that empowers all students to reach their full potential.</i></li> </ul>                |  |  |  |  |
| <b>Commitment to Learning and Improvement</b> | <p>The teacher candidate is observed reflecting on their instructional practices and continually look for ways to improve.</p> <ul style="list-style-type: none"> <li>• <i>Values and participates in opportunities to improve pedagogy</i></li> <li>• <i>Reflects on teaching practices</i></li> <li>• <i>Adapts teaching to changing classroom circumstances</i></li> <li>• <i>Seeks clarification and/or assistance from others as necessary</i></li> </ul>   |  |  |  |  |
| <b>High Achievement for all Students</b>      | <p>The teacher candidate is observed promoting the achievement of students at all levels.</p> <ul style="list-style-type: none"> <li>• <i>Uses effective communication strategies to teach all learners</i></li> <li>• <i>Creates flexible learning environments to meet the needs of all learners</i></li> <li>• <i>Reinforces student achievement for all learners</i></li> <li>• <i>Manages time effectively</i></li> </ul>   |  |  |  |  |
| <b>Advocacy</b>                               | <p>The teacher candidate is observed advocating for, giving significant voice to, and collaborating with parents and the community in educational decisions and processes.</p> <ul style="list-style-type: none"> <li>• <i>Encourages the involvement of family and community members</i></li> <li>• <i>Shares resources and experiences with others</i></li> <li>• <i>Advocates for positive change in practices that affect student learning</i></li> <li>• <i>Establishes a learning environment that is respectful, supportive, and inclusive</i></li> </ul>                                 |  |  |  |  |
| <b>Professionalism</b>                        | <p>The teacher candidate is observed demonstrating respect for and dedication to the profession by maintaining a professional appearance and demeanor and dependably and reliably performing the responsibilities of a teacher in the culture of the school.</p> <ul style="list-style-type: none"> <li>• <i>Participates in school system staff development sessions</i></li> <li>• <i>Communicates with families</i></li> <li>• <i>Participates in a professional community</i></li> <li>• <i>Demonstrates appropriate behavior and professional demeanor in various situations</i></li> </ul> |  |  |  |  |
| <b>Integrity and Ethics</b>                   | <p>The teacher candidate is observed acting ethically and follow the law in all situations.</p> <ul style="list-style-type: none"> <li>• <i>Maintains confidentiality of student information</i></li> <li>• <i>Exhibits a positive attitude toward the teaching profession</i></li> <li>• <i>Maintains composure in the classroom</i></li> <li>• <i>Is aware of and follows local, state, and federal policies and laws</i></li> </ul>   |  |  |  |  |

**College of Education & Human Development Matrix**

| Level | Course Number | Course Title   | Credit Hours | Observation Hours |
|-------|---------------|--|--------------|-------------------|
| 1     | EDCI 308      | Children's Literature for Pre-K Teachers                   | 3            | 5                 |
| 1     | EDFL 106      | Introduction to Education                                  | 3            | 5                 |
| 1     | EDCI 140      | Worldview Teaching & Learning                              | 1            | 5                 |
| 1     | EDFL 201      | Teaching, Learning and Growth                              | 3            | 5                 |
| 1     | KNES 101      | Introduction to Kinesiology                                | 3            | 10                |
| 2     | EDCI 300      | Language Arts in Elementary School                         | 3            | 10                |
| 2     | EDCI 310      | Literature for Young Adults                                | 3            | 5                 |
| 2     | EDCI 349      | PK-6 Mathematics Methods I                                 | 3            | 10                |
| 3     | EDCI 350      | PK-6 Mathematics Methods II                                | 3            | 10                |
| 2     | EDCI 352      | Middle School Math Methods                                 | 3            | 10                |
| 2     | EDCI 353      | PK-6 Math Methods for Alternative Certification Candidates | 3            | 10                |
| 2     | EDCI 407      | Understanding & Facilitating Play                          | 3            | 10                |
| 2     | EDCI 411      | Developmental Assessment & Research in ECE                 | 3            | 10                |
| 2     | EDCI 413      | Foundations and Program Development in ECE                 | 3            | 10                |
| 2     | EDCI 422      | Middle School English Methods                              | 3            | 15                |
| 2     | EDCI 423      | Middle School Science Methods                              | 3            | 10                |



| Level | Course Number | Course Title                                    | Credit Hours | Observation Hours | Notes                                       |
|-------|---------------|---|--------------|-------------------|---|
| 2     | EDCI 424      | Middle School Social Studies Methods            | 3            | 10                | Not offered in the Spring                   |
| 2     | EDCI 425      | Elementary School Science Methods               | 3            | 10                |   |
| 2     | EDCI 426      | Social Studies in the Elementary School         | 3            | 15                | Hours are included in Residency I           |
| 2     | EDCI 427      | Teaching in a Diverse Society                   | 3            | 15                |   |
| 2     | EDCI 430      | Building Learning Communities                   | 3            | 10                |   |
| 2     | EDCI 439      | Building Learning Communities in Middle Schools | 3            | 5                 |   |
| 3     | EDCI 440      | Reflections & Professional Growth               | 1            | See note          | Required hours are included in Residency I. |
| 2     | EDCI 448      | Secondary School English Methods                | 3            | 15                | Not offered in the Spring                   |
| 2     | EDCI 450      | Cultivating a Classroom Culture for Learning    | 3            | 5                 |   |
| 2     | EDCI 452      | Secondary School Math Methods                   | 3            | 10                | Not offered in the Spring                   |
| 2     | EDCI 453      | Secondary School Science Methods                | 3            | 10                | Not offered in the Spring                   |
| 2     | EDCI 454      | Secondary Sch. Social Studies Methods           | 3            | 10                | Not offered in the Spring                   |
| 2     | EDFL 456      | Classroom Assessment                            | 3            | 5                 |   |
| 2     | HLTH 313      | Coordinated School Health Education Strategies  | 3            | 10                |   |
| 2     | IRED 315      | Technology in the Classroom                     | 3            | 10                |   |
| 2     | IRED 320      | Technology in the Classroom                     | 3            | 10                |   |
| 2     | IRED 330      | Integrating Technology in Science Classroom     | 3            | 0                 | Not offered in the Spring                   |

| Level | Course Number | Course Title  | Credit Hours | Observation Hours | Notes   |
|-------|---------------|---|--------------|-------------------|---|
| 2     | KNES 301      | Kinesthetic Learning Methods and Health Concepts for Early Childhood and Elementary School Children | 3            | 10                |   |
| 2     | KNES 307      | Motor Development & Health Concepts in Early Childhood  | 3            | 10                |   |
| 2     | LTCY 301      | Literacy Development for Emergent and Early Readers   | 3            | 10                |   |
| 2     | LTCY 303      | Literacy Practicum in ECE   | 3            | 30                |   |
| 2     | LTCY 311      | Practicum in Reading Elementary   | 3            | 30                |   |
| 2     | LTCY 409      | The Reading Act: Instruction Through the School Years   | 3            | 10                | Not offered in the Spring                         |
| 2     | LTCY 410      | Teaching Content Literacy in the Middle and Secondary School  | 3            | 10                | Field hours are included in the practicum course. |
| 2     | LTCY 411      | Assessment & Prescriptive Teaching of Reading   | 3            | 16                |   |
| 2     | SPED 391      | Foundations of Inclusive Education  | 3            | 15                |   |
| 2     | SPED 422      | Working With Families of Young Children   | 3            | 10                |   |

