

**Field Experience Handbook**

**Purpose: To assist teacher candidates, cooperating/supervising teachers, and university faculty in understanding and meeting field experience responsibilities.**

**Revised:**

**Summer 2013**

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**College of Education**

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**INTRODUCTION:**

**The mission of the Office of Field Experience (OFE) in the College of Education (COE) at Southeastern Louisiana University is to observe and interact with teacher**s**, students, and other support personnel in diverse school settings as well as other community settings. These experiences are required to provide a meaningful developmental transition from theory to student teaching.**

**Teacher candidates (TC) have an opportunity to practice theory in realistic settings and reflect on the impact on student learning through field experience (FX) hours required for specific classes denoted in the syllabus of each class as well as in the appendix of this document. A minimum of 180 hours of FX must be completed and documented (PASS-PORT) before a teacher candidate may student teach.**

**Multiple public and private school sites are available for FX in order to provide diversity. Students are expected to complete hours in urban, suburban, and rural settings. Thus, the intent and desire of the COE is to maintain a positive relationship with our public and private school partners, while providing a meaningful, multicultural field experience.**

**Teacher Candidates DO NOT create FX assignments. The Office of Field Experience manages FX. The Director is located in Rm. 201C**

**of the Teacher Education Center. Classes are assigned specific FX sites and professors/instructors notify teacher candidates of field placement schools. TCs are not to contact schools or enter schools until FX assignments have been made. Consideration will be given to specific requests for FX, but such requests must be made before a placement is assigned. Unless a placement request is outside of area, the Field Experience Director will place a candidate at a school or community site within a 50-mile radius of Southeastern.**

**The OFE, in conjunction with professors/instructors, will provide the support that will help a TC be successful. It is essential, though, that all candidates be aware of and comply with certain policies, procedures, and expectations. This handbook will provide an overview of these. Faculty instructors/ professors will provide additional information pertinent to course requirements.**

**ALL FIELD EXPERIENCE FOR THE 2013-14 ACADEMIC YEAR MUST BE DOCUMENTED IN PASS-PORT BY JULY 31, 2014. AFTER THAT DATE, THE 2014-2015 ACADEMIC YEAR WILL NO LONGER BE ACTIVE.**

FX AT SOUTHEASTERN LOUISIANA UNIVERSITYallows candidates to

* Participate in the life of the school community.
* Observe, interact, and offer instruction to students.
* Experience opportunities to apply pedagogical concepts and skills in elementary/secondary level classrooms.
* Participate in school-related activities and functions (e.g., Open House, Activity Nights, Tutoring programs).
* Receive supervision from Professional Development Educators and college instructors.
* Reflect upon observations and experiences with colleagues and course instructors.

The OFE services students, instructors, schools, and communities by

* Locating possible placement sites;
* Communicating instructor requests for placement to partner sites;
* Reporting responses to instructors and their students;
* Maintaining a relationship between the university and school districts in which it places its candidates;
* Assessing the quality and quantity of FX each academic year; and
* Maintaining a data base of FX by providing **PASS-PORT** (electronic documentation system) for TC and instructional record keeping.

**I**.**THE FX PLACEMENT COMPONENTS**

FX may begin when the Director of Field Experience issues field

assignment lists. Assignment sites are established by course

requirements for observation and direct teaching. Field experience

may only occur during the semester in which the candidate is enrolled

in a course which requires FX. [See Appendix G](#appendixG). Undergraduate

candidates cannot remain with the same placement for subsequent

semesters.

Field Experience must be diverse-multiple districts, schools and

cooperating teachers. Tutoring is accepted at specific sites and after

school as long as it is supervised by a qualified cooperating teacher.

**Private tutoring** inside a private residence is **not** permitted. TC

must adhere to the “[Cooperating Teacher Requirements](#CT)”

(pages 5 and 6) and the candidate expectations outlined on page 6.

Candidates may not document FX in PASS-PORT unless [Form A](#FORMA) has been

completed and submitted to the OFE by the cooperating teacher.

**II.** **FIELD ASSIGNMENTS FROM THE OFFICE OF FIELD EXPERIENCE**

* All faculty members are required to email fall and spring class rosters to the OFE prior to the issuing of field assignments.
* Course Field Placement assignments are made within the first two or three weeks of each semester.
* Once these assignments are completed and issued, the OFE will notify each district and/or school that assignments have been distributed to the classes.
* PASS-PORT data collection Forms A and B will be distributed to the field sites and cooperating teachers through the OFE.
* Field assignments will be placed on each class Moodle. Class rosters will be distributed to schools upon request. St. Tammany Parish School District requires that class rosters be in the hands of principals before field assignments begin. There is NO EXCEPTION.

**III.** **CANDIDATE EXPECTATIONS**

1. After receiving placement(s), candidates must **use** [**Form E**](#FORME) **to contact the schools.**  Principals or contact persons may not honor the placement if candidates:
   1. Wait longer than two weeks to make requests.
   2. Leave any part of [Form E](#FORME) incomplete.
   3. Mass email [Form E](#FORME) to multiple districts and schools.
2. **Flexibility** when scheduling FX time with the cooperating teacher is compulsory.
3. When entering the partner school, the candidate should
   1. introduce himself/herself,
   2. present the staff/administration with a photo ID,
   3. provide the cooperating teacher with a copy of [Form E](#FORME), if one is requested,
   4. contact the school in advance and inform the cooperating teacher if for any reason he/ she **cannot** report so that the FX may be rescheduled,
   5. avoid **ALL** criticism of the school, staff, or students, and
   6. report any complications with the cooperating teacher to the OFE as soon as possible to resolve the problem.

**IV.** **COOPERATING TEACHER requirements/qualifications:**

**A**. **Approved** by the school principal.

**B**. Hold a valid **Louisiana Teaching Certificate.**

**C**. Have at least **three years** of teaching experience in his/her

Louisiana certified area of teaching or a Type B certificate.

**D**. **Willing** to participate.

**E.** [**Complete FORM A**](#FORMA), the (FBTEQ), yearly and return the form to

Dr. Heloise Aucoin, Director of Field Experience

SLU 10671

Hammond, LA 70402

email: [haucoin@selu.edu](mailto:haucoin@selu.edu) or fax 985-549-5075

NEW

Form A can also be completed online at

<https://www.surveymonkey.com/s/FormA_Fall2013>.

**F.** [**Complete FORM B (class demographics)**](#FORMB)and make it available to candidates.

**V.** **CONTACTING THE SCHOOL OR COOPERATING TEACHER**

1. **Candidate initial contact:**  **Email is the required method of communication.** Most schools require that all FX assignments be made through the school contact person. **Email the school contact person requesting observation time and attach** [**Form E**](#FORME) **to the email.**

[Form E](#FORME) identifies candidate needs and requests.

1. **If** [**Form E**](#FORME) **is not provided by the teacher candidate, the school does not have to grant field experience request.**
2. Some schools prefer that cooperating teachers be contacted by email and schedule their own FX. The school office is not to be contacted. For these sites, a list of cooperating teachers and classes will be provided by the OFE. These teachers MUST be emailed [**Form E**](#FORME) when the request is made. Parochial and private schools must be contacted in the same manner.
3. Email addresses for all school contacts/principals are provided on the class field assignment list.
4. Teacher candidates must sign in at a field site.
5. If a candidate does not report (no show), then the principal or contact person will document and inform the Office of Field Experience of the “no show.”
6. **Be punctual.** Allow time for any problems. Arrive at the schoolatleast thirty (30) minutes before the class begins. Locate theschool office, sign in and, if possible, introduce himself/herself to the principal. Stay in the classroom until the cooperating teacher indicates your departure is appropriate.
7. **Field hours DO NOT include travel time to and from theschools and are completed outside the scheduled class time, with the exception of methods classes.**
8. **Wear Southeastern I.D.** when visiting a field site. Some schooldistricts require proof of identification using a valid driver’s license.
9. **Be aware of the school’s calendar**. Area school districts may not follow the same calendar as Southeastern. Review the school calendar posted on the school website or ask for a copy of the school calendar at the school office.
10. Schools cannot accommodate **GROUP OBSERVATIONS;** therefore, candidates should pre-schedule a visitation date. Only ONE candidate can observe a teacher at a time.
11. **ABSENCES and “No-Shows”:** Candidates must notify cooperating teacher of any absences PRIOR to the assigned visit.Arrangements may be made to make up the missed FX. **“No shows**” are unacceptable and are grounds for referral to the Teacher Development Center (TDC) for counseling.
12. **CONSEQUENCES regarding “No shows” will be determined in the following order:**
    1. Candidate will be marked off school site list and not be allowed to return.
    2. Professor/Instructor will determine the consequence for the second “no show.”
    3. Candidate will be referred to the Department Head of Teaching and Learning for disciplinary action and may be referred to the TDC.

**VI.** **SPECIAL NEEDS IN FIELD EXPERIENCE**

1. **Special Education Requests**: Candidates should specify needs (inclusion, self-contained, resource) on [Form E](#FORME) prior to the site visit. Without these specified requests, candidates mayfind that selected classrooms may not meet the requirements of the FX.
2. **Illness:** Headaches, muscle strains, or other minor complaints do not prevent most teachers from working; thus, teachers expect the same dedication from the candidate. On the other hand, teachers are not interested in exposing students to extreme illnesses. If a TC is seriously ill, contact the CT in advance, not ten minutes before the anticipated arrival time. Make plans with the teacher to make up missed time.

**VII.** **PROFESSIONALISM WITH TEACHERS AND STUDENTS**

To become a successful participant in a teacher’s classroom, one

will need patience and a positive and respectful attitude.

1. **Cell phones and computers:** Cell phones should be left in vehicles and/or turned off and should not be used during a FX visit. Classroom computers are not to be used by teacher candidates for any reason. No candidate should bring a laptop in a cooperating teacher’s class. **TEXT MESSAGING DURING FIELD EXPERIENCE IS PROHIBITED AND WILL REPORTED TO THE OFFICE OF FIELD EXPERIENCE AND THE DEPARTMENT OF TEACHING AND LEARNING FOR DISCIPLINARY ACTION.**

**B. Unnecessary Items:** Do not bring university textbooks or

course notes to the classroom. Engaging in behaviors such as

applying nail polish or eating a snack is inappropriate. Eating in

the classroom is prohibited by school districts.

**C**. **Pay** **attention—look interested**. Many CT(s) have prepared

lessons with a TC in mind. Candidates and students are there to

learn.

**D. Ask the cooperating teacher** for his/her completed PASS-

PORT demographic sheet ([Form B](#FORMB)) and sign the Individual

Course Field Experience chart **after** the field experience is

completed. CTs should keep PASS-PORT demographic sheets

([Form B](#FORMB)) in their classrooms. If one if not completed, bring

extra [Form B](#FORMB)’s so that it can be completion by the teacher.

**E. Consequences**: If for any reason a cooperating teacher or

school reports improper behavior or unprofessional attitude, the

following consequences will occur:

*First report*: OFE will contact teacher candidate of the

problem--warning

*Second report*: Teacher candidate will not be allowed to

return to the school or school district.

*Third report*: Referral to the Teacher Development Center

**F**. **Universal Precautionary Expectations.** In general, early

field experience candidates are not required to complete Universal Precautions training. Field experience students should not be asked to clean up bodily fluids (e.g., after a student vomits or develops a bloody nose). However, be aware of these precautions, the risks of handling bodily fluids, and the school’s policies. Serious risks include exposure to HIV (AIDS), Hepatitis, and other blood borne pathogens. TCs are encouraged to ask the CT how incidents involving bodily fluids are handled. Classroom awareness of the plastic gloves and first aid kits is essential.

##### Procedures for Early FX Candidates regarding sick or injured students:

If a sick or injured child approaches, follow these procedures:

1. Speak only to try and calm the student needing assistance. Do not touch.

1. Hand clean tissues or paper towels to the pupil and ask the pupil to cover the

wound or wipe his/her mouth or hands if vomiting.

1. Notify the teacher; let the teacher handle the pupil and the cleanup.

**VIII.** **METHODS AND PROFESSIONAL DEVELOPMENT SITES**

1. Priority placement close to the campus is given to ***advanced/ methods and FX candidates*** taking capstone courses immediately preceding student teacher.

**B.** **METHODS SITES** are designated for methods classes, only. No

other FX can occur at those sites except the assigned methods

classes. All requests for FX at these sites will be denied.

**C. PROFESSIONAL DEVELOPMENT SITES (PDS)** allow classroom

observation and participation and provide on-site class meetings.

Specific schools are designed as “Professional Development

Sites.” PDS are interactive sites in which Southeastern faculty

members offer professional development through cooperative

presentations to FX students as well as site faculty members.

Southeastern and the school faculty share materials and technology.

Also, Southeastern faculty and candidates attend faculty meetings at

the site Instructors/Professors work with principals and CTs to

collaboratively set dates and communicate specific field expectations.

**IX.** **FIELD EXPERIENCE ISSUES: CANDIDATES MAY/MUST NOT**

1. Administrate nor serve as an official witness for corporal punishment.
2. Contact nor send notes to parents/guardian of the students observed or tutored.
3. Express personal, religious, and political views in the classroom or with students outside the classroom.
4. Engage in religious activities at the school site.
5. Have access to student records.
6. Observe or direct teach in a class that has an assigned student teacher from any university. These teachers do NOT function as a cooperating teachers but as supervising teachers for the semester. **Only student teachers will be able to document hours in PASS-PORT under these teachers.**

\*\*Candidate MUST be in the presence of the cooperating teacher at ALL times.

**X.** **PASS-PORT: Professional Accountability Support System Using a**

**Portal Approach (PASS-PORT)** provides

* Is a web-based system that provides candidates, faculty, and administrative staff a tool to gather, demonstrate, and evaluate performance data,
* Provides candidates a tool for the creation of standards-based portfolios and for sending and receiving feedback on portfolios,
* Provides university faculty a system to collect data, and evaluate candidate performance based on coursework, experiences, and clinical practice. University faculty members use these data to improve their teaching, scholarship, and service.

**\*\*PASS-PORT Requirements: \*Important\***

1. Active account
2. Participate in training (session or on-line)
3. All FX must be entered each semester
4. Introductory Folio: 50 hours required—Portal 2
5. Developing Folio: 130 hours required—Portal 3
6. Competency Folio: 180 hours required—Portal 4

**\*\*\* Transfer Candidates**

* 1. FXs may be transferred from another university to the PASS-PORT system as long as the course transfers.
  2. Contact the Director of Field Experience, Dr. Heloise Aucoin, and the PASS-PORT coordinator, Dr. Camille Yates, for guidance in documentation.
  3. Advisers must be informed of transferred FXs into PASS-PORT.

**XI.** **SUPERVISORY PERSONNEL WORKSHOP**

Each academicyear the College of Education offers an informative

workshop to all school personnel in the field community who work with

teacher candidates.Topics discussed are (1).Conceptual Framework;

(2) Assessment System; (3) Field Experience Requirements; (4)

Student Teaching Requirements. Workshop locations are

Southeastern Teacher Education Center;

Southeastern/Livingston Literacy and Technology Center;

St. Tammany Literacy and Technology Center; and

one other district of choice (optional).

School districts may request a workshop in their area. This will

be arranged by the OFE. Professionals who should attend this

workshop are classroom teachers, cooperating teachers, methods

teachers, supervising teachers, principals, administrators, and

district/school contact personnel.

**Continuing Education Units** (CLU) are presented to professionals on a yearly basis for partnering with Southeastern. Hours are calculated and certificates issued at the beginning of each academic year for the previous year’s service. Number of CLUs will depend on the number of hours documented in PASS-PORT.

**XII.** **Dress for Success**

Southeastern Louisiana University requires each candidate to maintain professional attire and behavior while participating in observation and/or FX. A candidate should know the dress code and general code of conduct of the district. If a candidate has questions relative to what is appropriate, contact the instructor of the course. Failure to comply with university and district dress code policies may result in disciplinary action. Appendix B is an accepted dress code for Southeastern Louisiana University.

**XIII.** **Alternate Certification**

Alternative certification field hours are as follows:

Field Experiences – **Minimum of 85 hours documented in alternative certification. A total of 120 hours is required; therefore, alt cert candidates will have to complete additional hours.** (One experience must be placed in the folio with an attached standard\*.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Alternative Certification | Introductory Level | Developing Level | Cumulative class total | Total hours in order to student teacher |
| Required hours in each level | 45\*\* | 40\*\* | 85\*\* | 120 |

**A**. Alternative certification candidates **must complete a portfolio** after each level of course progression. Three portfolios are required to complete certification. Evaluation of the Introductory Portfolio will occur once the candidate has successfully completed and/or is currently enrolled in those courses listed at the Introductory Level. Evaluation of the Developing Portfolio will occur during the semester in which the candidate is enrolled in the capstone methods course. A final, summative evaluation of the portfolio will take place during the student teaching semester or intern (Competency Level). Evaluation of each artifact within the portfolio constitutes the summative evaluation of the portfolio. Information on portfolios can be found in the *Electronic Portfolio Handbook*.

Alternative Certification Student Teaching hours parallel that of undergraduates.

|  |  |  |  |
| --- | --- | --- | --- |
| Student Teaching/Internship | Observation/Participation and/or Conference | Teaching | Cumulative Total |
| Required hours: Competency Level | 90\* | 180\* | 270\* |

**B**. Alternative certification candidates who are teaching and have three

years of experience may have student teaching waived.

**C. PASS-PORT and Professional Development Activities (PDAs)**

As alternative certification candidates complete a professional development activity, they are required to enter it into PASS-PORT. Alt. Cert. candidates should not wait until the end of the semester. PDAs should be entered at the time of an activity. Candidates may not be required to participate in one each semester, but must complete the required number of hours in each portal.

Required PDA hours:

Minimum of 25 hours documented. (One activity must be placed in the folio with an attached standard\*.)

|  |  |  |  |
| --- | --- | --- | --- |
| Introductory Level | Developing Level | Competency Level | Cumulative Total |
| 5 | 10 | 10 | 25 |

**\*Standard: The standard refers to the professional standard which relates to your artifact/assignment and documents accomplishment of that standard. The professional standards embraced by the Department of Teaching and Learning are the INTASC: Interstate New Teacher Assessment and Support Consortium and the LCET: Louisiana Components of Effective Teaching.**

**EDUC 203/212; EDUC 307 or 407; EPSY 301 or 311; EPSY 315 PASS-PORT Requirements at the Introductory Level**

**Requirement 1: Enter All Field Experiences in PASS-PORT:** As you complete each field experience, log into PASS-PORT and create a field experience artifact.

**Requirement 2: Classroom Management Plan:** By the date specified by your instructor, upload your classroom management plan as a file artifact in PASS-PORT.

**EDUC 490; Secondary Content Methods Courses: PASS-PORT Requirements at the Developing Level**

**Requirement 1: LASS Survey:** By the date specified by your instructor, log onto PASS-PORT and in your task bar do the following: (a) click on the questionnaire sent to you by your instructor, (b) complete the questionnaire, and (c) click on the submit button.

**Requirement 2: Enter All Field Experiences in PASS-PORT:** As you complete each field experience, log into PASS-PORT and create a field experience artifact.

**Requirement 3: Lesson Plan:**  By the date specified by your instructor, upload your lesson plan as a file artifact in PASS-PORT.

**Requirement 4: View Evaluation of the Components of Effective Teaching (LCET):** You will be notified when your instructor has completed your evaluation of your teaching experiences. By the date specified by your instructor, do the following: (a) log in to PASS-PORT, (b) Click on ALERT, (c) Click on the purple button, *My Evaluations*. Click on View to see your evaluation. You may print a copy for your records and close the window. Once you have viewed the evaluation, you should click once more on the ALERT from PASS-PORT and dismiss the ALERT.

**Requirement 5: Assessment/Impact on Student Learning: -** By the date specified by your instructor, upload your Assessment Artifact as a file artifact in PASS-PORT.

**EDUC 201/203: PASS-PORT Requirements**

**Requirement 1: Complete Prospective Education Candidate Surveys: Technology, and Dispositions** By the date specified by your instructor, log onto PASS-PORT and in your task bar do the following: (a) click on each questionnaire sent to you by your instructor, (b) complete the questionnaire, and (c) click on the submit button.

**Requirement 2: Enter All Field Experiences in PASS-PORT (Use** [**Form C**](#FORMC)**):** As you complete each field experience, log into PASS-PORT and create a field experience artifact.

**Requirement 3: Philosophy of Education:** By the date specified by your instructor, do the following: upload your philosophy of education as a file artifact in PASS-PORT.

**EDUC 211/212: PASS-PORT Requirements**

**Requirement 1: Complete Prospective Education Candidate Survey: Diversity** By the date specified by your instructor, log onto PASS-PORT and in your task bar do the following: (a) click on the questionnaire sent to you by your instructor, (b) complete the questionnaire, and (c) click on the submit button. **Requirement 2: Enter All Field Experiences in PASS-PORT:** As you complete each field experience, log into PASS-PORT and create a field experience artifact.

**EDUC 307/407; FCS 470; SPED 361/440; MUS 303,304; KIN**

**215/216/221/251/431: PASS-PORT Requirements**

**Requirement 1: Enter All Field Experiences in PASS-PORT:** As you complete each field experience, log into PASS-PORT and create a field experience artifact..

**Requirement 2: Lesson Plan:**  By the date specified by your instructor, upload your lesson plan as a file artifact in PASS-PORT.

**Requirement 3: Assessment Instrument:**  By the date specified by your instructor upload your assessment instrument as a file artifact in PASS-PORT.

Refer to <http://www.selu.edu/acad_research/colleges/edu_hd/passport/index.html> for all questions regarding PASS-PORT. These processes are easy and only take a few minutes to complete.

**XIV****. Service Learning**

(According tothe National Council for Accreditation of Teacher Education {NCATE})

**“**Service Learning is a teaching/learning method that integrates community service into academic courses, using structured reflective thinking to enhance learning of course content. . . . candidates are engaged in problem solving to create improved schools and communities while developing their academic skills; their sense of civic responsibility, and their understanding of social problems affecting children and families. . . . service learning can help candidates understand the culture, community and families of studies, as well as the connections between the school and the community.”

During the Fall 2012 semester, service learning became a part of field experience. A service learning form or [**Form D**](#FORMD) is now included in the field experience handbook. Some courses now include a component of service learning as a part of their field experience, as long as it reflects the needs of the course syllabi and fulfills the field experience requirements. These courses may now use [Form D](#FORMD) to document these experiences. [Form D](#FORMD) information is placed in PASS-PORT under its own template and will become part of the 180 hours of field experience requirement.

Middle and secondary teacher candidates and alternate certification candidates who fall short of the 180 hours of field experience hours required for student teaching may document service learning activities beyond the course required hours in order to complete the required hour. Service learning in no way REPLACES classroom field experiences but is considered supplementary to complete the field experience requirements. It allows flexibility in the field.

****

**APPENDIX A:**

**Insurance Coverage for Field Experience**

**Candidates (Health/Medical)**

The Office of Risk Management, Division of Administration for the State of Louisiana, has notified Southeastern Louisiana University that the general liability policy which currently covers universities, colleges and schools does not extend coverage to injuries sustained by students engaged in field experience as part of their educational requirements.

Any injury which a candidate might cause to a third party will continue to be covered; however, there will be no coverage for you if you are personally injured.

Before beginning field experience activities, complete the required form at the bottom of this page. If the candidate is not currently covered through his/her own personal health and accident insurance policy, the student may wish to consider the insurance plan offered by Southeastern Louisiana University. If interested, pay for this coverage when paying semester fees or submit payment directly to the company. For any additional information, please go to Health Services in the Vera W. Thomason Health Center or call 549-2241. A brochure with the information needed will be provided or go to [www.studentresources.com](http://www.studentresources.com) to get information and/or an application. The student resource number is 1-800-767-0700.

After reading the above information concerning insurance

coverage for student teachers and practicum students,

I'm informing Southeastern that: (Please check one of

the statements below and provide the requested information.)

**Return to your Course Instructor by August 27, 2013**

\_\_\_\_\_\_\_\_\_\_ I have my own personal insurance policy

Policy # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ I have coverage under my parents' or spouse's insurance policy

Policy # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ I plan to enroll in the SLU Student Insurance Plan

\_\_\_\_\_\_\_\_\_\_ I'm aware of the risk stated above and choose to purchase no insurance coverage

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ W # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(please print)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(please sign)

**Appendix B: Dress Code**

**THE COLLEGE OF EDUCATION AND THE PARTNER SCHOOLS BELIEVE THAT CANDIDATES IN VIOLATION OF THIS POLICY**

**WILL NOT BE ALLOWED TO COMPLETE HIS/HER FIELD EXPERIENCE IN THE PARTNER SCHOOLS. IT IS ALSO STRONGLY RECOMMENDED THAT CANDIDATES REVIEW EACH PARISH’S DRESS CODE POLICY BEFORE THE SITE VISIT AND ADHERE TO THAT CODE.**

**Southeastern Louisiana University Dress Code 2013-2014**

|  |  |
| --- | --- |
| **Field Experience**  **Dress Code** | **Field Experience**  **Code of Conduct** |
| Candidates will maintain their person and clothing in a clean and orderly manner that reflects pride in self and the University. These guides are designed to assist candidates in setting a standard for their personal appearance, which will indirectly affect attitude, behavior, and the learning process within an assigned partner school. | The purpose of Southeastern Louisiana University to have candidates conduct field experiences in a manner that will provide an orderly process of education and ensure the safety and welfare of all pupils who attend these schools. When the behavior of a candidate comes in conflict with the rights of others, corrective action may be necessary for the benefit of both the candidate and the partner school. |
| **A. Dress** | **A. Behavior** |
| 1. Patches, symbols, writings, etc. which are vulgar or offensive will not be allowed. Words that advertise alcohol, gambling, cigarettes and/or drugs are prohibited.  2. Hats or caps will not be worn inside the school buildings.  3. Unless prescribed by a doctor, dark glasses or any type of sunglasses will not be worn in the school building.  4. No see-through or mesh garments, this includes maternity garments.  5. Tattoos must be covered during FX.  6. Low cut blouses or shirts/tops with spaghetti straps or no straps are not allowed.  7. Tops/blouses that show skin from the waistline up when raising arms to write on the board are not allowed.  8. Maternity wear should be loose and not clinging to the body. | 1. No candidate is to eat, drink, or chew gum in a partner teacher’s classroom. Smoking is prohibited.  2. The use of offensive or vulgar language on or around the school campus and/or classroom is prohibited.  3. The candidate is prohibited from displaying any behavior that interrupts or distorts the learning process within the schools and/or classrooms. |
| **B. Pants/Skirts/Shorts/Skorts** | **B. External Devices** |
| 1. Skirt slits (long or short skirt) must not extend higher than four inches above the back crease of the knee.  2. Shorts, of any kind, are not to be worn, with the exception of teaching physical education  3. No jeans of any color shall be worn. | 1. The use of cell phones is prohibited on the partner school campus.  2. No laptops or electronic pads should be brought into a cooperating teacher’s class.  3. Candidates are NOT to ask to use any computers or electronic devices belonging to the school or teacher. |
| **C. Shoes** |  |
| 1. No slippers, flip-flops, beach shoes or cleats. |  |
| **D. Jewelry** |  |
| 1. Jewelry requiring body piercing, such as nose rings, eyebrow rings, lip rings, cheek rings, tongue rings, etc. is not permitted. |  |

**Appendix C: Integration of Southeastern**

**Candidates into the Classroom**

The following list of ideas is recommended for integrating early field experience candidates in the classroom. These are arranged from the start of the early experience to activities that may be more appropriate for candidates completing the last phase of the field experience before student teaching. For clarity, Southeastern Louisiana University refers to the field visitor as the **“candidate”** and to students in field classes as **“pupils.”** When these are applicable to your level of field experience candidate, please assist them as follows:

1. If possible, spend a few minutes alone with the candidate before pupils arrive. Discuss the class and the subjects. Ask about the candidate’s particular experiences and interests.
2. Introduce the candidate to the class; explain why he/she is there, when to expect him/her, and what   
   he/she will be doing. Invite questions.
3. Assign a place‑‑preferably not an isolated corner--for the candidate to use during visits.
4. Let the candidate distribute or collect papers to help with pupil/candidate interaction. Any interaction is welcome.
5. Have the candidate assist one of the pupils.
6. Demonstrate a variety of effective teaching techniques.
7. Acquaint the candidate with curriculum guidelines and state standards used in developing lesson plans.
8. Have the candidate help pupils with projects and cooperative group assignments.
9. Let the candidate work with a small group following teacher-given directions.
10. Explain classroom management strategies and the needs of particular pupils. Candidates need practical suggestions. Give advice and guidance. Invite questions; talk about classroom experiences.
11. Involve candidates with pupils as often as possible. The more involved, the more successful the experience.
12. Let the class know when the Southeastern candidate will visit the classroom.
13. Feel free to contact the student’s instructor or call the Office of Field Experience (985-549-2199) with any questions about the candidate and the field experience.
14. Model! Model! Model

**Appendix D: Field Experience Terms**

**Field Experience**

Field experiences include a variety of ongoing opportunities in which teacher-candidates may observe, assist, tutor, instruct, and/or conduct research.

**Observation (Level 1)**

Observation is the activity in which the teacher candidate watches, views, scrutinizes, etc. an experienced teacher in order to gain greater insight into classroom management, time management, classroom environments, teaching strategies, lesson planning, etc. During observations for secondary majors, teacher candidates must be at grade level but may visit different disciplines other than the area of certification.

**Teacher Assistant (Level 2)**

Assisting a teacher includes any activity in which the teacher-candidate has direct contact with pupils through planning, preparation and/or assessment, (i.e., science lab, computer lab, assisting on a field trip). This experience is directly related to student learning and the classroom teacher must be present during the entire experience. The classroom teacher constructs the lesson plan and directs the overall activity, but the teacher candidate is in direct contact with student learning. **It does not include photocopying materials, counting lunch money, grading papers, or recording attendance.**

**Direct Teaching (Level 2)**

Direct teaching is the activity which involves the teacher-candidate and direct-student contact. It may include instruction on a one-on-one, small group, or large group setting. Additionally, the activity must be course-connected and approved by the instructor of the course. Teacher candidates must submit a written lesson plan or approved plan for the activity and reflection. This direct teaching usually occurs during methods classes.

*Direct Teaching Components:*

* *The experience must be planned either by the teacher candidate or site teacher and approved by the university course instructor.*
* *The teacher candidate must provide evidence for each completed activity by submitting written documentation to the course professor based on his/her field experience. This documentation may include, but is not limited to, a written lesson plan, an activity summary or a reflective journal entry.*
* *The experience must be linked to a course in the candidate’s program of studies.*
* *The experience must be at the level and area of certification.*
* *The experiences must provide interaction with diverse student populations at varied school sites.*
* ***Coaching athletics is not considered a direct teaching experience****.*

**Small Group Instruction**

Small group instruction is any activity in which the teacher-candidate works with other candidates in a one-on-one setting or with two or more candidates in a small, focused group. The assignment may include tutoring.

**Whole Group Instruction**

Whole group instruction is any activity in which the teacher-candidate is responsible for conducting a lesson with an entire class of candidates. The assignment may include assessment analysis.

APPENDIX E:

**PASS-PORT requirements for field experiences**

HELP with PASS-PORT?

**A**ssistance in using PASS-PORT can be achieved from various sources depending on the need.

Use the list below to contact and/or seek assistance from the appropriate source:

* PASS-PORT and Portfolio Training and/or assistance: Dr. Camille Yates; Teacher Education Center; Office 201B; 985-549-2406; [cyates@selu.edu](mailto:cyates@selu.edu)
* Field Experiences: Dr. Heloise Aucoin; Director of Field Experience; Teacher Education Center; Office 201C; 985-549-2199; [heloise.aucoin@selu.edu](mailto:heloise.aucoin@selu.edu)
* Course Requirements: Assigned Instructor
* If you forget your password, click on “Forgot Password” and a temporary password will be emailed to you.
* *Pass-Port Candidate Overview* is located at [http://PASS-PORT.org/training/candidate/](http://passport.org/training/candidate/) and/or download a copy of the PASS-PORT Candidate Manual.

**PASS-PORT - Field-Based Experience Information/Procedures**

Collection of teacher and classroom student data on all FX is mandatory and must be entered in the **PASS-PORT** system. A **PASS-PORT link** can be found on the Department of Teaching and Learning home page. Training will be provided in EDUC 203 or by the Assessment Coordinator and individual assistance given as needed.

Explanations to the forms included in this packet of information are as follows:

1. The ***Field-Based Teacher Experience Questionnaire (FBTEQ- Form A)***
   1. Submitted to the principal for distribution to his/her faculty for completion;
   2. Emailed to [haucoin@selu.edu](mailto:haucoin@selu.edu) or mailed to Dr. Heloise Aucoin, Director; Office of Field Experience; SLU 10671; Hammond, LA 70402.
   3. Form A must be submitted to Office of Field Experience **before** any field experience candidate can begin documentation.
2. The ***Field-Based Experiences Classroom Information (FBECI- Form B)*** with the cooperating teacher in the classroom for TCs to have access when visiting the classroom.
3. The ***Candidate’s Field-Based Experience Information (CFBEI- Form C****)* is to be completed by TCs. The TC will transfer information from the classroom information sheet (Form B or FBECI) to this Form C (CFBEI). This form will provide the information needed to enter data into PASS-PORT.

**Access to PASS-PORT**

1. [https://selu.pass-port.org:9002](https://selu.pass-port.org:9002/index.asp?bhcp=1)
2. USERNAME : W#

3. PASSWORD: pass-port (until you change it)

An active account must be established in order to access the system. A one time fee must be paid to establish an active account, which lasts for seven years.

**Appendix F: Creating FX**

Each FX should be entered as a new FX. Unless the details of that experience have not changed, then it is an extension of the same experience. In this case, multiple journal

entries may be included on one field experience record. If the experience is at the same 19

school, same teacher, **AND same group of students,** it can be entered as one experience. If this is the case, then enter the hours on a weekly basis. Steps

1. Go to the Southeastern PASS-PORT address: [https://selu.pass-port.org:9002](https://selu.pass-port.org:9002/index.asp?bhcp=1)

2. Login in using your username and password.

3. Click the **ARTIFACTS** tab.

4. Click **Field Experiences**.

5. Click **INITIATE NEW FIELD EXPERIENCE** next to OPEN FIELD EXPERIENCES.

6. Click **Select** on the experience (INITIAL) you want to add.

7. Choose a date for this experience from the calendar.

8. Click **Select**.

9. Choose a course from this experience from the drop-down menu.

10. Click **Select**.

11. Choose the level for this experience from the drop-down menu.  
 *You can choose from Level 1: Observation, Level 2: Direct Teaching, and Level 3:*

*Student teaching.*

1. Click **Select**.
2. Choose a site for this experience from the drop-down menu. If a cooperating teacher or a field site is not listed in PASS-PORT, email the teacher’s first and last name and the school name to the Office of Field Experience: [haucoin@selu.edu](mailto:haucoin@selu.edu) The Office of Field Experience will place the teacher and/or school in PASS-PORT and send a Form A to the teacher.
3. Click **Select**.
4. Choose a contact for this experience from the drop-down menu.  
    *If the contact name you want does not appear in the drop-down menu, then enter*

*the contact’s name in the provided text box.*

1. Click **Select**.
2. Click **Edit Basic Info First**.
   1. Enter number of participants in the text box.
   2. Enter the number of hours and minutes.
   3. Enter Hour/Period in the text box (optional)
3. Click **Save**
4. Click **Edit** in front of Gender Composition (Required field) – Enter the participant count for males and females totaling the number of participant
5. Click **Save**
6. Click **Edit** in front of Exceptionality Composition

***Continue this process for all data fields***

22. Click **Complete Field Experience**

* ***Your FX will now be listed under COMPLETED FIELD EXPERIENCES***

**NOTE**: *All field experience MUST be documented within the academic year in which it occurred. Cooperating teachers and field sites will NOT be added to PASS-PORT from previous academic years unless the teacher candidate received field experience hours in classes taken prior to enrollment in education classes. This began in August 2008.* *Candidates may request permission to admit field hours into PASS-PORT after the academic year.*

**Appendix G:**

**COURSES OF FIELD EXPERIENCE IN EDUCATION**

**(REVISED Summer 2010)**

|  |  |  |
| --- | --- | --- |
| **COURSE** | # and TYPE OF FIELD EXPERIENCE | Portfolio level |
| EDUC 203 | 10 hours Direct Teaching hours | 1 |
| EDUC 212 | 5 hours observation | 1 |
| EDUC 304 | 7 hours—5 direct teaching; 2 observation | 1 |
| EDUC 307 | 10 hrs. direct teaching | 1 |
| EDUC 313 | 10 hours observation | 1 |
| EDUC 320 | 10 hrs. direct teaching | II |
| EDUC 321 | 16 hrs. observation—12 hrs. direct teaching | II |
| EDUC 322 | 10 hrs. assessment | II |
| EDUC 323 | 16 hrs. observation---12 hrs. direct teaching | II |
| EDUC 326 | 4 hrs. observation---18 hrs. direct teaching | II |
| EDUC 328 | 16 hrs. observation---12 hrs. direct teaching | II |
| EDUC 407 | 10 observation/direct teaching | I |
| EDUC 415 | 40 hrs. direct teaching | D |
| EDUC 472 | 10 hrs. –8 observation; 2 direct teaching | II |
| EDUC 475 | 10 hours direct teaching | D |
| EDUC 484 | 40 hrs. direct teaching | II |
| EDUC 485 | 30 hrs. obser.; teacher assistance; practice teaching  (1 class-3wks.) | II |
| EDUC 488 | 15 hrs. Observation and 25 hrs. Direct Teaching | II |
| EDUC 490 | 40 hours ob/dt | II |
| ECE 106 | 10 Direct teaching and observation |  |
| ECE 400, 411,  420 | 60 hours ob/ direct teaching | D |
| ECE 422 | 60 hrs. ob./direct teaching | D |
| EPSY 301 | 10 hrs. observation | I |
| EPSY 304 | 15 hrs. observation direct teaching | I |
| EPSY 311 | 10 hours observations | I |
| EPSY 314 | 10 hours observation | I |
| EPSY 315 | 10 hrs. observation | I |
| LSED 401 | 1 to 2 hrs. | I |
| SPED 210 | 10 hours direct teaching | II |
| SPED 361 | 30 hrs. observation/direct teaching | II |
| SPED 363 | 26 hrs. observation/direct teaching |  |
| SPED 440/550 | 20 hrs. observation/direct teaching | II |
| SPED 365 | 15 hr. observation/direct teaching |  |
| SPED 441 | 20 hrs. direct teaching |  |
| SPED 465 | 50 total= 50 hrs. direct student contact. |  |
| SPED 495 | 20 hrs. direct student contact |  |
|  |  |  |
| COMM 210 | 20 hrs. total suggested 10obser.--10 direct teaching | I |
| HIST 322 | 20 hrs. direct teaching-content methods |  |
| SCIE 300 | 40 hrs. direct teaching – content methods |  |
| MUS 303/304 | 20 hours |  |
| MUS 446 | 10 hours |  |
| MUS 448 | 10 hours |  |
| HS 232 | 15 hours |  |
| DNC 371 |  |  |
| KIN 351 | 20 hours |  |
| KIN 401/02 | 15 hours |  |
| KIN 431 | 10 hours |  |
| KIN 451 | 20 hours |  |
| KIN 460 | 20 hours |  |
| KIN 491 | 15 hours |  |
| ENG 312 | 15 hours observation/direct teaching |  |
| ENG 467 | Content methods 20 hours-writing |  |
| ENG 468 | Content methods 20 hours-literature |  |
| SPAN 303 | 10 hours direct teachings |  |
| FLAN 403 | 20 hours direct teaching |  |
| ART 371 | 2 hours |  |
| ART 373 | 20 hrs. direct teaching-content methods |  |
| ART 374 | 20 hrs. direct teaching-content methods |  |
| MTED 365  MTED 375 | 15 hours Term 1 -- content methods  15 hours Term 2—content methods |  |
| MATH 367 | 15 hours direct teaching |  |

**Southeastern Louisiana University**

Form A:CF

(Revised 8/13)

**College of Education**

**Hammond, LA 70402**

**Field-Based Teacher Experience Questionnaire (FBTEQ)**

This information requested is used (1) to meet the accreditation requirements of the state and national accreditation agencies for our undergraduate and graduate programs and (2) as part of the accreditation process, to enable the candidate to document field experience hours in Pass-Port, and electronic portfolio system. Thank you for your cooperation.

**Please check your role:**

**\_\_\_Cooperating Teacher \_\_\_University Supervisor \_\_\_ Supervising Teacher of Student Teachers**

**Name**: Gender: Male Female

First Middle/Maiden Last

**School:** **Parish/District:**

**Current Teaching Assignment**:

**Grade Level(s) Subject(s)**

**School Email:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Fluent in Multiple Languages:**  Yes No

**Race:**

American Indian or Alaskan Native Black, Non-Hispanic Hispanic

Asian or Pacific Islander Foreign/Non-Resident Alien Not Reported

White, Non- Hispanic

**Please check all that apply:**

State Certification National Board Certification Currently Seeking National Board Certification

**Certification Type: If you are not sure, please check the Teach LA site (**[**http://teachlouisiana.net**](http://teachlouisiana.net/)**)**

Type A Practitioner Teacher

Type B Out of State Provisional Certification

Type C Out of Field Authorization to Teach

Level 1 Professional Certification Temporary Authority to Teach

Level 2 Professional Certification Temporary Employment Permit

Level 3 Professional Certification Ancillary Certification

**Certification Areas: Please check all that apply.**

Elementary Grades 1-8 Vocational Agriculture Mild/Moderate

Elementary Grades 1-6 Vocational Home Econ. Severe/Profound

Lower Elem. Grades 1-4 Family & Cons. Science Mentally Retarded

Upper Elem. Grades 5-8 Physical Education Learning Disabled

Kindergarten Health & Physical Ed. Academically Gifted

Nursery School Driver/Traffic Safety Ed. School Librarian

Early Interventionist Aerospace Education Media Specialist

English French Guidance Counselor

Math Spanish Counselor in Elem./Sec. Schools

General Science Journalism Supervisor of Student Teaching

Biology Speech Reading Specialist

Chemistry Bus/Office Ed. Principal (K-12)

Physical Science Bus. Ed. Subjects Elementary School Principal

Social Studies Coop. Office Ed. Secondary School Principal

Instrumental Music Computer Literacy Parish/City School Sup. Of Instruction

Art Health Occupation School Superintendent

Early Childhood Education Grades Pk-3 Educational Technology Educational Leadership Level 1

Middle School Grades 4-8 English Second Language ESL Educational Leadership Level 2

Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. Are you currently teaching/working in your area of certification?**  Yes No

**2. Highest Degree Earned**: Bachelor’s Master’s Master’s +30 Specialist Ph.D. or Ed.D.

**3. Total Years Teaching**:\_\_\_\_\_\_(Minimum of 3 years required) **Total Years at this site**:\_\_\_\_\_\_\_\_\_\_\_\_\_**.**

**4. How often do you incorporate the use of technology into your teaching and learning activities?**

Daily Weekly Monthly

**5. How often do your students use technology in learning activities?**

⁭ Daily Weekly Monthly

**6. How often do you develop and teach lessons that incorporate diversity (ethnic, racial, gender, and socioeconomic**

**groups)?** ⁭

Daily Weekly Monthly Yearly

**7. Do you meet the qualifications to serve as a Supervisor of Student Teaching?** Yes No

**8. Are you one of the following? If so, please circle.**

**Technology facilitator**  **Resource Helping Teacher**  **Curriculum Coach/Instructor**

**List Professional Organization in which you are a member:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*NOTES:**

**Supervising Teacher of Student Teachers:** Submit to the assigned university supervisor working with you and your student teacher or intern.

All **TEACHERS at METHODS sites should** submit a completed form at the beginning of each academic year.

**Qualifications to be a cooperating teacher:**

**1. Recommended by the principal**

**2. Hold a LA teaching certification**

**3. At least three years of teaching experience.**

**4. Complete Form A and submit it to the**

**Office of Field Experience**

**5. Complete Form B to be kept in his/her class.**

**CLUs will be issued to each cooperating/**

**Supervising teacher at the end of the academic**

**year.**

**Field Experience Cooperating Teacher:**

**A. Complete Form A online or submit it to the**

**Principal to be either:**

**a. emailed to** [**haucoin@selu.edu**](mailto:haucoin@selu.edu) **or b. mailed to: Dr. Heloise Aucoin, Director**

**Office of Field Experience**

**SLU 10671**

**Hammond, LA 70402**

**B Form A must be submitted to the Office of**

**Field Experience before ANY field experience**

**candidate can begin documenting field**

**experience.**

Southeastern Louisiana University

Form B

(Revised 7/13)

College of Education

**Hammond, Louisiana 70402**

## *Field-Based Experiences Classroom Information (FBECI)\**

## NOTE: A copy of this form will remain in the field classroom in order to accommodate

## other field candidates.

**Teacher’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**First Middle Last**

***Breakdown of participants:*** *Please indicate a numerical value for each.*

Total Number of Students:\_\_\_\_\_\_\_\_\_\_\_\_\_ Males:\_\_\_\_\_\_\_\_\_\_\_ Females:\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Number of Students with Exceptionalities:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Exceptionalities:*** *Indicate the number of candidates in the class with any of these exceptionalities.*

\_\_\_\_\_Autism \_\_\_\_\_Deaf/Blind **\_\_\_\_\_** ESL \_\_\_\_\_Developmental Delay

\_\_\_\_\_Gifted \_\_\_\_\_Hearing Impairment \_\_\_\_\_Emotional Disturbance

\_\_\_\_\_Infant and Toddlers with Disabilities \_\_\_\_\_Mental Disability

\_\_\_\_\_Other Health Impairment (may include ADD) \_\_\_\_\_Multiple Disabilities

\_\_\_\_\_Specific Learning Disability \_\_\_\_\_Orthopedic Impairment

\_\_\_\_\_Speech/Language Impairment \_\_\_\_\_Talented

\_\_\_\_\_Traumatic Brain Injury \_\_\_\_\_Visual Impairment

\_\_\_\_\_Temporary Disability (i.e., broken arm, broken leg, etc.) \_\_\_\_\_Limited Proficiency

***Grade Levels:*** *Select the grade(s) of the participants*

\_\_\_\_\_Early Intervention (Birth to 3) \_\_\_\_\_Pre-K \_\_\_\_\_Kindergarten

\_\_\_\_\_1st \_\_\_\_\_2nd \_\_\_\_\_3rd \_\_\_\_\_4th

\_\_\_\_\_4.5 \_\_\_\_\_5th \_\_\_\_\_6th \_\_\_\_\_7th

\_\_\_\_\_8th \_\_\_\_\_8.5 \_\_\_\_\_9th \_\_\_\_\_10th

\_\_\_\_\_11th \_\_\_\_\_12th

***Ethnicity:*** *Please indicate the number of candidates for each ethnicity within the class.*

\_\_\_\_\_American Indian or Alaskan Native \_\_\_\_\_Hispanic

\_\_\_\_\_Asian or Pacific Islander \_\_\_\_\_Not Reported

\_\_\_\_\_Black, Non-Hispanic \_\_\_\_\_White, Non- Hispanic

\_\_\_\_\_Foreign/Non-Resident Alien

***Subject:*** *Select the subject(s) taught.*

\_\_\_\_\_Art/Music \_\_\_\_\_Mathematics \_\_\_\_\_Language Arts

\_\_\_\_\_Business \_\_\_\_\_Science

\_\_\_\_\_Foreign Language \_\_\_\_\_Social Studies \_\_\_\_\_Other:\_\_\_\_\_\_\_\_

\_\_\_\_\_Health/PE \_\_\_\_\_Special Education \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Form C**

**(Revised 7/13)**

**Department of Teaching and Learning**

**College of Education**

*Candidate’s Field-Based Experience Information (CFBEI)\**

**Information to be documented in PASS-PORT**

**Part I: To be completed by candidate**

Name: Course #: Instructor:

School/Site: Parish/District:

Teacher: Teacher’s Email: Grade:\_\_\_\_\_\_

CP Initial CP Initial

Date: Time in: Time out: \_\_/ Date: Time in: Time out: \_\_/

Date: Time in: Time out: \_\_/ Date: Time in: Time out: \_\_/

Date: Time in: Time out: \_\_/ Date: Time in: Time out: \_\_/

**Total Time in Field:\_\_\_\_\_hours\_\_\_\_\_\_minutes**

Level 1(Observation/Participation): Level 2 (Direct Teaching/Tutoring): Level 3 \_\_\_\_\_

One-on-one: \_\_\_ One-on-one: \_\_\_ Student Teaching

Small Group: \_\_\_ Small Group: \_\_\_

Large Group: \_\_\_ Large Group: \_\_\_

**Part II: Information from Classroom Information Form B (FBECI): *Indicate the number of students participating in the classroom activity or being observed.***

***Breakdown of participants:*** *Please indicate a numerical value for each.*

Total Number of Students:\_\_\_\_\_\_\_ Males:\_\_\_\_\_\_\_\_ Females:\_\_\_\_\_\_\_\_\_\_\_

Total Number of Students with Exceptionalities:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Indicate the number of students participating in the activity.***

\_\_\_\_\_Autism \_\_\_\_\_Deaf/Blind \_\_\_\_\_ ESL \_\_\_\_\_Developmental Delay

\_\_\_\_\_Gifted \_\_\_\_\_Hearing Impairment \_\_\_\_\_Emotional Disturbance

\_\_\_\_\_Infant and Toddlers with Disabilities \_\_\_\_\_Mental Disability

\_\_\_\_\_Other Health Impairment (may include ADD) \_\_\_\_\_Multiple Disabilities

\_\_\_\_\_Specific Learning Disability \_\_\_\_\_Orthopedic Impairment

\_\_\_\_\_Speech/Language Impairment \_\_\_\_\_Talented

\_\_\_\_\_Traumatic Brain Injury \_\_\_\_\_Visual Impairment

\_\_\_\_\_Temporary Disability (i.e., broken arm or leg, etc.) \_\_\_\_\_Limited Proficiency

***Grade Levels:*** *Select the grade(s) of the participants:*

\_\_\_\_\_Early Intervention (Birth to 3) \_\_\_\_\_Pre-K \_\_\_\_\_Kindergarten

\_\_\_\_\_1st \_\_\_\_\_2nd \_\_\_\_\_3rd \_\_\_\_\_4th

\_\_\_\_\_4.5 \_\_\_\_\_5th \_\_\_\_\_6th \_\_\_\_\_7th

\_\_\_\_\_8th \_\_\_\_\_8.5 \_\_\_\_\_9th \_\_\_\_\_10th

\_\_\_\_\_11th \_\_\_\_\_12th

***Ethnicity:*** *Please indicate the number of students for each ethnicity within the class.*

\_\_\_\_\_American Indian or Alaskan Native \_\_\_\_\_Hispanic

\_\_\_\_\_Asian or Pacific Islander \_\_\_\_\_Not Reported

\_\_\_\_\_Black, Non-Hispanic \_\_\_\_\_White, Non- Hispanic

\_\_\_\_\_Foreign/Non-Resident Alien

**Part III: To be completed by candidate and signed by the classroom teacher. Classroom teacher will sign after each DIFFERENT field experience occurs.**

***Subject Observed/Taught:*** *Indicate time spent in each subject*

Art/Music \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Business \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Foreign Languages \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Health/PE \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Language Arts \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Mathematics \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Science \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Social Studies \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Special Education \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Other \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TOTAL** \_\_\_\_\_\_hrs. \_\_\_\_\_\_min.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature Date Candidate’s Signature

Reflection of Learning: A reflection (four to five sentences) is required for entry into

PASS-PORT.

***NOTE: To be completed by the candidate and data entered in PASS-PORT***

****

Service Learning

Form D (July 2013)

*Candidate’s Service-Based Experience Information (CSBEI)\**

**Information to be documented in PASS-PORT**

Service Learning is a learning method that integrates community service into academic course, using structured reflective thinking to enhance learning of course content. A sense of civic responsibility and understanding of social problems affecting children and families helps candidates understand the culture, community, and families of students, as well as the connections between school and the community.

Name: Course #: Instructor:

**Service Site Supervisor Contact Information:**

Primary Site Supervisor: (Print) Title:

Organization/Agency Name:

Service Site is (please check all that apply): Non Profit School Govt. Agency Other

Email Address: Phone Number:

Date: Time in: Time out: **Total Service Time: \_\_\_\_\_hr.\_\_\_\_\_\_min**

**Level:** \_\_\_\_\_Level 1: Observation, one-on-one \_\_\_\_\_Level 2: Small group, whole class

***Indicate the number of students participating in the service activity or being observed.***

***Breakdown of participants:*** *Please indicate a numerical value for each.*

Total Number of Participants: Males:\_\_\_\_\_\_\_\_ Females:\_\_\_\_\_\_\_\_

If a school, please indicate grade level of participants:

***Ethnicity:*** *Please indicate the number of students for each ethnicity within the class.*

\_\_\_\_\_American Indian or Alaskan Native \_\_\_\_\_Hispanic

\_\_\_\_\_Asian or Pacific Islander \_\_\_\_\_Black, Non-Hispanic

\_\_\_\_\_White, Non- Hispanic \_\_\_\_\_Foreign/Non-Resident Alien

***Beneficiaries of the Service:***

\_\_\_disadvantaged/at risk youth/low income \_\_\_\_\_K-12 Schools Other:\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_homeless population \_\_\_\_\_Individuals with disabilities

\_\_\_immigrants/refugee \_\_\_\_\_environment (going green)

**Describe a way in which your service will positively impact your local community.**

Reflection of Learning

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Site Supervisor’s Signature Date Candidate’s Signature**

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College of Education

Candidate Field Experience Request Form (E)

This MUST be emailed to each school individually in order for a teacher candidate to be granted field experience. DO NOT MASS Email this form. Schools will NOT respond to a mass email.

All AREAS of the form MUST be completed in order for field experience to be assigned at the site requested. Schools will not reply if form is incomplete.

Date of request: Name:

Phone # (s): Southeastern email address:

Course name and number:

Faculty instructor/professor:

Purpose of observation or direct teaching:

Grade requested (be specific):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject requested (be specific):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check: \_\_\_\_\_\_\_\_\_\_Regular Education

\_\_\_\_\_\_\_\_\_\_Special Ed (check) \_\_\_inclusion \_\_\_\_self-contained \_\_\_\_resource

Check: Observation Only Direct Teaching (Tutoring) Both

Number of hours requested \_\_\_1-3 Hrs. \_\_\_3-5 Hrs.

**\*You may not request more than 5 hours at any one site, and schools may not grant the entire # of hours requested.**

Deadline date of field assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates & times requested. Give specific dates and times. Ex. Tues., Sept 7th 9-11 a.m.

1.

2.

3.