

University of Louisiana at Lafayette

College of Education

Field Experience Handbook

2016

TABLE OF CONTENTS

COLLEGE OF EDUCATION MISSION STATEMENT	1
COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK: THE RESPONSIVE PROFESSIONAL	1
ALIGNMENT OF CONCEPTUAL FRAMEWORK UNIT OUTCOMES AND KNOWLEDGE, SKILLS, AND DISPOSITIONS	2
SECTION 1	3
INTRODUCTION	3
DEFINITION AND PURPOSE OF THE FIELD EXPERIENCE PROGRAM.....	3
OBJECTIVES OF FIELD EXPERIENCES	4
<i>Objectives Across All Field Experience Levels.....</i>	<i>4</i>
<i>Objectives Specific to Level I Field Experiences</i>	<i>4</i>
<i>Objectives Specific to Level II Field Experiences</i>	<i>5</i>
<i>Objectives Specific to Level III Field Experiences</i>	<i>6</i>
BENEFITS OF THE FIELD EXPERIENCE PROGRAM.....	7
<i>Benefits to Teacher Candidates</i>	<i>7</i>
<i>Benefits to Cooperating Teachers and Related Service Providers</i>	<i>8</i>
<i>Benefits to Participating Schools and Related Instructional Settings</i>	<i>8</i>
<i>Benefits to the University.....</i>	<i>8</i>
SECTION 2.....	9
LEVELS AND SEQUENCE OF FIELD EXPERIENCES	9
LEVELS OF FIELD EXPERIENCES.....	9
PASS-PORT AND FIELD EXPERIENCES	10
FIELD EXPERIENCES IN CERTIFICATION PROGRAMS	11
<i>Early Childhood.....</i>	<i>12</i>
<i>Elementary Education.....</i>	<i>12</i>
<i>Middle School Education.....</i>	<i>13</i>
<i>Secondary Education.....</i>	<i>14</i>
<i>Kinesiology</i>	<i>15</i>
SECTION 3.....	17
GUIDELINES FOR PARTICIPATING IN FIELD EXPERIENCES	17
EXPECTATIONS, RULES, AND RESPONSIBILITIES OF TEACHER CANDIDATES.....	17
<i>Dress Code.....</i>	<i>17</i>
<i>Procedures for Visits to School and Related Instructional Settings</i>	<i>17</i>
<i>Dispositions</i>	<i>18</i>
EXPECTATIONS OF COOPERATING TEACHERS AND RELATED PROFESSIONALS.....	18
SECTION 4.....	19
ADMINISTRATION OF FIELD EXPERIENCES.....	19
ROLE OF FIELD EXPERIENCE COORDINATOR	19

ROLE OF UNIVERSITY PROFESSOR	20
SEQUENCE OF PROCEDURES FOR SETTING UP FIELD EXPERIENCES IN A GIVEN SEMESTER.....	20
APPENDIXES	ERROR! BOOKMARK NOT DEFINED.
APPENDIX A: INTRODUCTORY FIELD EXPERIENCE TEACHER CANDIDATE APPLICATION FORM .	22
APPENDIX B: LEVEL I FIELD EXPERIENCE INTRODUCTORY LETTER TO COOPERATING TEACHER	24
APPENDIX C: EDFL 106 FIELD EXPERIENCE TIME DOCUMENTATION LOG.....	25
APPENDIX D: EVALUATION OF PROGRAM BY TEACHER CANDIDATES (INTRODUCTORY)	25
APPENDIX E: EVALUATION OF PROGRAM BY TEACHER CANDIDATES (LEVEL II)	27
APPENDIX F: EVALUATION OF TEACHER CANDIDATE BY COOPERATING TEACHER	28
APPENDIX G: INTASC STANDARDS	29
APPENDIX H: NBPTS STANDARDS.....	30
APPENDIX I: GLOSSARY	30
APPENDIX J: COLLEGE OF EDUCATION MATRIX.....	32-314

COLLEGE OF EDUCATION MISSION STATEMENT

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

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK: THE RESPONSIVE PROFESSIONAL

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

ALIGNMENT OF CONCEPTUAL FRAMEWORK UNIT OUTCOMES AND KNOWLEDGE, SKILLS, AND DISPOSITIONS¹

Conceptual Framework Essential Elements	KNOWLEDGE	SKILLS	DISPOSITIONS
KNOWLEDGE AND EXPERTISE IN PRACTICE	<ul style="list-style-type: none"> ▪ Knows, understands, and applies multiple theoretical perspectives about human development and learning. ▪ Demonstrates knowledge of content discipline and related standards. ▪ Knows and demonstrates appropriate instructional methodologies for subject matter content. ▪ Uses and integrates technology as appropriate. ▪ Identifies and articulates relevant education policies and laws. 	<ul style="list-style-type: none"> ▪ Knows and demonstrates appropriate use of instructional resources and instructional methodologies for subject matter content. ▪ Plans and implements effective standards-based learning experiences. ▪ Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement. ▪ Demonstrates effective classroom management skills. ▪ Uses and integrates technology as appropriate. ▪ Models and utilizes effective planning that incorporates higher order thinking. 	
REFLECTION	<ul style="list-style-type: none"> ▪ Uses assessment and evaluation to inform instruction. 	<ul style="list-style-type: none"> ▪ Uses assessment and evaluation to inform instruction. ▪ Demonstrates effort in producing a positive environment for all individuals. 	<ul style="list-style-type: none"> ▪ Reviews systematically one's own educational practices and learns from experience.
DIVERSITY	<ul style="list-style-type: none"> ▪ Accommodates learning styles and individual needs through developmentally appropriate practices. ▪ Is informed about and responsive to cultural differences. 	<ul style="list-style-type: none"> ▪ Accommodates learning styles and individual needs through developmentally appropriate practices. ▪ Engages and involves students in relevant and challenging learning experiences. 	<ul style="list-style-type: none"> ▪ Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously. ▪ Is informed about and responsive to cultural differences. ▪ Engages and involves students in relevant and challenging learning experiences. ▪ Exhibits respect for all types of diversity. ▪ Is informed about and responsive to cultural differences.
PROFESSIONALISM	<ul style="list-style-type: none"> ▪ Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles. 	<ul style="list-style-type: none"> ▪ Collaborates effectively with students, parents, and colleagues. ▪ Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles. 	<ul style="list-style-type: none"> ▪ Collaborates effectively with students, parents, and colleagues. ▪ Models appropriate behaviors and attitudes. ▪ Sustains commitment to professional growth. ▪ Engages in service to the profession. ▪ Participates in educational advocacy. ▪ Participates in professional organizations, meetings, and conferences.

¹ Source: *Conceptual Framework: The Responsive Professional*. College of Education, University of Louisiana at Lafayette.

SECTION 1 INTRODUCTION

The purpose of the Field Experience Handbook is to describe the Field Experience Program in the College of Education 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 LCET, INTASC, and NBPTS standards² (which all reflect the current standards. Louisiana states the following standard for field experiences) (see bulletin 746)

In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that preservice teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.³

Definition and Purpose of the Field Experience Program

The Field Experience Program is the component of the Teacher Education Program that provides teacher candidates with systematic and realistic contacts with teaching in K-12 instructional settings before student teaching. 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's Conceptual Framework of ***The Responsive Professional***.

Field experience opportunities provided by the College of Education 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, from public to private schools, from private homes to various community contexts. All field experiences take place in off-campus settings within the Local Network area, formerly known as the Region IV area, such as schools, hospitals, private homes, allied health centers, and

² LCET stands for Louisiana Components of Effective Teaching. INTASC stands for Interstate New Teacher Assessment and Support Consortium. NBPTS stands for National Board for Professional Teaching Standards.

³Louisiana Board of Regents, & Board of Elementary and Secondary Education. (October 2001). *Final revision of guidelines for submission and review of Redesigned Teacher Preparation Programs* (p. 31). Baton Rouge, LA: Louisiana Board of Regents.

homeless shelters. (Local Network, formerly Region IV) includes Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Mary, St. Martin, and Vermilion Parishes.)

Objectives of Field Experiences

The overall objective of the Field Experience Program is to help teacher candidates develop and demonstrate the knowledge, skills, and dispositions that will enable them to become master teaching professionals. The objectives 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.)

Objectives Across All Field Experience Levels

These objectives are developmental and continuous throughout all the field experience levels. These are generic objectives 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 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 Certification Program and the world of practice.

Objectives Specific to Level I Field Experiences

These are generic objectives 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 I 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.

Objectives Specific to Level II Field Experiences

These are generic objectives 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 II 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 to learn.
5. Select and apply effective instructional assessment.
6. Implement effective instructional management techniques.
7. Integrate technology and instruction, e.g., power point presentations.
8. Instruct individual students as well as small and large groups of students.
9. Confer with cooperating teachers and related service providers about candidate performance.

Objectives Specific to Level III Field Experiences

These are generic objectives 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 III Field Experiences.

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. Create a classroom environment of respect and support.
10. Communicate with families.

Planning

1. Introduce self to the students in a creative manner.
2. Design coherent instruction.
3. Become actively involved in the classroom instructional program.
4. Select appropriate instructional goals.

Professionalism

1. Exhibit instructional excellence and continuity by maintaining attendance and punctuality.
2. Observe teachers other than the cooperating teacher, including other subject or grade-level teachers.
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. Critique current professional readings.
8. Learn about the physical plant, where various facilities are located, and also learn what rules govern their use.
9. Exhibit a professional attitude with students, faculty, and staff at all times.
10. Perform willingly and cheerfully extra duties, such as supervision in the cafeteria, on the school grounds, and in the halls.
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.
13. Reflect on teaching, and adjust lessons as needed.

Classroom Management

1. Manage classroom procedures to provide an effective learning climate.
2. Establish and implement a successful classroom discipline plan in collaboration with the cooperating teacher.
3. Organize the physical space so that it is conducive to learning.
4. Maintain accurate records.

Benefits of the Field Experience Program

The Teacher Education Field Experience Program provides benefits to teacher candidates, cooperating teachers, related service providers, participating schools, related instructional settings, and the University.

Benefits to Teacher Candidates

1. Provides knowledge about the teaching profession in order to make wise and early career decisions.
2. Exposes candidates to the roles, responsibilities, and professional relationships of teachers and related service providers.
3. Exposes candidates to the diverse populations they will encounter as teachers.
4. Enables candidates to acquire a deeper understanding of the multiple dimensions of child and adolescent development.
5. Empowers candidates to reflect on their own beliefs, practices, and choices as developing professionals.

Benefits to Cooperating Teachers and Related Service Providers

1. Provides cooperating teachers and related service providers with skilled instructional aides.
2. Allows cooperating teachers and related service providers to become mentors and model effective instruction.
3. Provides cooperating teachers and related service providers with an update of new instructional ideas and strategies.
4. Allows cooperating teachers and related service providers to sharpen and strengthen their own instructional techniques.

Benefits to Participating Schools and Related Instructional Settings

1. Provides principals and related service administrators with an opportunity to preview and observe potential candidates for instructional positions.
2. Provides participating schools and related instructional settings with an update of new instructional ideas and strategies.
3. Provides mutual professional collaboration between the University and participating schools and related instructional settings.

Benefits to the University

1. Provides mutual professional collaboration between the University and participating schools and related instructional settings.
2. Increases the University's visibility in the community.
3. Connects the University's Teacher Education Program with the world of practice.
4. Acquires input from experienced professionals for improving the Teacher Education Program.

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 I, Level II, and Level III. As candidates progress through the certification program, field experiences are integrated throughout all upper division courses.

Level I is Early Field Experience and is initiated in EDFL 106-Introduction to Education. This course is required during the first semester after candidates have declared education as a major and requires 30 hours of field experiences. Level I field experiences are completed during junior division prior to entrance into the teacher education program. Therefore, Level I is the first of a graduated series of field-based experiences through which candidates are introduced into the world of teaching. The overall goal of Level I field experiences is to assist candidates to begin thinking of themselves as professional educators. Level 1 Field Experiences are observations.

Level II Field Experience is Professional Education Teacher Methods and begins when candidates enter upper division. In the Early Childhood and Elementary School Programs, Level II field experiences are structured through methods courses in Block I, Block II, and Block III. Level II field experiences in the Middle School Program include Block I and Block II**. Each methods course requires a field experience consistent with course content, state and national content standards, and state certification requirements. Level II field experiences require that candidates develop lessons 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 observation and participation.

Level III is Clinical Field Experience (student teaching) and occurs when candidates become teacher interns. Through Clinical Field Experiences, candidates practice the full role and meaning of teaching.^[1] Level 3 Field Experiences include observation, participation, and teaching.

**The Middle School Program courses are not truly blocked, but the University strongly suggests students register for these courses simultaneously.

PASSPORT^[2] and Field Experiences

The College of Education has instituted a unit assessment system consisting of 4 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 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 Professional Education

Portal III: Admission to Clinical Experiences

Portal IV: Exit from Program

Portal I consists of institutional requirements to be accepted into the University of Louisiana at Lafayette. The College of Education 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.

Portal II consists of completion of selected requirements for candidates to be admitted to the Teacher Education Program, commonly referred to as the Upper Division. While there may be other requirements for admission into the Teacher Education Program, candidates must successfully complete Portal II requirements in addition to any other University or College of Education requirements.

In Portal III, candidates demonstrate their ability to perform necessary skills in preparation for clinical experiences. All teacher education candidates, including Non-Master’s-Certification-Only candidates, complete Portal III requirements.

In Portal IV, candidates will complete the Teacher Intern Information and Teaching Context Form. The following form is utilized to collect basic demographic information on Clinical Experience Site (or sites) and students the candidates work with during their clinical experiences which will be entered into PASS-PORT as a field experience. The form “Portal IV: Teacher Intern Information and Teaching Context” is to be completed by ALL Teacher/Academic Interns. This section consists of information on the classroom(s) in which candidates completed their clinical experience and individual differences which existed between the students in their classroom.

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). Add-on are available in Special Education (Early Intervention), Special Education (Mild Moderate-Elementary), and Special Education (Mild Moderate-Secondary).

**Early Childhood Education
(PK-3)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	BLOCK I	
		EDCI 476: Student Teaching in PK-3
EDCI 308: Children's Literature for Teaching, Learning, and Growth	EDCI 430: Classroom Management for Teachers	
SPED 391: Foundations of Inclusive Education	IREC 320: Technology in the Classroom	
	READ 301: Literacy Development for Emergent and Early Readers	
	EDCI 413 Foundations and Program Development in Early Childhood Educ.	
	BLOCK II	
	EDCI 349: PK-6 Mathematics Methods	
	EDCI 427: Teaching in a Diverse Society	
	READ 302: Teaching Reading in Primary Grades	
	READ 303: Practicum in Primary Grades Reading	
	BLOCK III	
	EDCI 350 PK-6 Mathematics Methods II	
	EDCI 351: Practicum in Elementary Mathematics	
	NON-BLOCK COURSES	
	EDCI 407: Understanding and Facilitating Play (10)	
	EDCI 411: Developmental Assessment and Research in Early Childhood Education (15)	
	KNES 307: Motor Development and Health Concepts in Early Childhood (10)	
	READ 411: Assessment and Prescriptive Teaching of Reading (10)	
	SPED 422: Working with Families of Young Children	
	ALTERNATE CERTIFICATION ONLY	
	EDCI 353: PK-6 Mathematics Methods for Alternate Certification Candidates.	
	EDCI 428: Elementary School Science and Social Studies	
	READ 309: Emergent Literacy and Beginning Reading Instruction Through Age 8	

ADD-ON EARLY INTERVENTION (EARLY CHILDHOOD COURSEWORK)

- SPED 405: Foundations of Early Intervention
- SPED 406: Phy. & Med. Management in Classroom
- SPED 414: Interdisciplinary & Interagency TM
- SPED 420: Inst. Program & Planning/Implementation for Early Intervention SPED
- SPED 422: Working with Families of Young Children
- SPED 423: Assessment of Young Children

**Elementary Education
(1-5)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	BLOCK I	
EDFL 201: Teaching, Learning, and Growth	EDCI 300: Language Arts in the Elementary School	EDCI 477: Student Teaching in the Elementary Grades
	IRED 320: Technology in the Classroom	
EDCI 308: Children's Literature for Teaching, Learning, and Growth	EDCI 430: Classroom Management for Teachers	
SPED 391: Foundations of Inclusive Education	BLOCK II	
	EDCI 425: Science in the Elementary School	
	READ 310: Reading in the Elementary Classroom	
	EDCI 349: PK-6 Math Methods I	
	READ 311: Practicum in Reading: Elementary	
	EDFL 456 Classroom Assessment for the Elementary Teacher	
	BLOCK III	
	EDCI 350: PK-6 Math Methods II	
	EDCI 351: Practicum in Elementary Mathematics	
	EDCI 427: Teaching in a Diverse Society	
	EDCI 426: Social Studies in the Elementary School	
	NON-BLOCK COURSES	
	KNES 301: Kinesthetic Learning	
	READ 411: Assessment and Prescriptive Teaching of Reading	
	ALTERNATE CERTIFICATION ONLY	
	EDCI 353: PK-6 Mathematics Methods for Alternate Certification Candidates	

ADD-ON MILD/MODERATE DISABILITIES ELEMENTARY COURSEWORK

SPED 414: Interdisciplinary and Interagency Training
 IRED 315: Technology in Education or IRED 320: Technology in the Classroom
 SPED 483: Methods for Elementary Level Mild/Moderate Students with Disabilities
 SPED 484: Assessment of Elem. Level Students with Mild/Moderate Students with Disabilities
 SPED 482: Elementary Behavioral Interventions
 SPED 428: Lang. Arts Interventions for Students with Mild/Moderate Students with Disabilities

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

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	BLOCK I	BLOCK III
EDFL 201 Teaching, Learning, and Growth	EDCI 439: Classroom Management for Middle School Teachers	EDCI 478: Student Teaching in the Middle School
EDCI 308: Children’s Literature for Teaching, Learning, and Growth	IREC 320: Technology in the Classroom	
SPED 391: Foundations of Inclusive Education	BLOCK II	
	READ 410: Teaching Content Literacy in the Secondary/Middle School	
	NON-BLOCK COURSES	
	EDCI 427: Teaching in a Diverse Society(10)	
	EDFL 456: Classroom Assessment for the Elementary Teacher	
	READ 411 Assessment and Prescriptive Teaching of Reading	
	Candidates must complete two focus areas	
	EDCI 352: Middle School Mathematics Methods	
	EDCI 422: Middle School English Methods	
	EDCI 423: Middle School Science Methods	
	EDCI 424: Middle School Social Studies Methods	

**Secondary Education
(6-12)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	EDCI 450: Classroom Management and Instructional Design for Secondary Teachers	EDCI 479: Student Teaching in the Secondary School
EDFL 201 Teaching, Learning, and Growth	EDCI 427: Teaching in a Diverse Society	
SPED 391: Foundations of Inclusive Education	EDCI 469: Advanced Field Experiences for Secondary Teachers	
	EDFL 456: Classroom Assessment in Grades 9-12	
	IRED 320: Technology in the Classroom	
	READ 410: Teaching Content Literacy in the Middle and Secondary School	
	<i>SUBJECT SPECIFIC</i>	
	EDCI 448: Secondary School English Methods	
	EDCI 452: Secondary School Mathematics Methods	
	EDCI 453: Secondary School Science Methods	
	EDCI 454: Secondary School Social Studies Methods	
	MUS 335 or 337: Methods of Teaching	
	VIAR 415: Advanced Methodology in Art Education	

Add-On Mild/Moderate Disabilities Secondary Coursework

SPED 414: Interdisciplinary and Interagency Teaming
 IRED 315 Technology in Education or IRED 320: Technology in the Classroom
 SPED 453: Methods for Secondary Level Mild/Moderate Students with Disabilities
 SPED 474: Assessment of Secondary Level Students with Mild/Moderate Students with Disabilities
 SPED 472: Secondary Behavioral Interventions
 SPED 436 Secondary Transition Planning

**Kinesiology
(K-12)**

LEVEL I	LEVEL II	LEVEL III
EDFL 106: Introduction to Education	EDCI 427: Teaching in a Diverse Society	EDCI 488: Student Teaching in Kinesiology
	EDCI 449: Secondary School Health and PE Methods	
KNES 101: Introduction to Kinesiology	EDCI 450: Classroom Management	
	KNES 221: Skills and Techniques: Sport/Activity	
KNES 215: Skills and Techniques: Rhythms, Stunts, and Tumbling	HLTH 313: Coordinated School Health Education Strategies	
	KNES 301: Kinesthetic Learning Methods for Elementary School Children	
	KNES 305: Motor Behavior and Control	
	KNES 306: Introduction to Physical Education for Individuals with Disabilities	
	KNES 350: Skills and Techniques: Lifetime Contemporary Activities	
	KNES 400: Measurement and Evaluation in Kinesiology	
	READ 409: The Reading Act: Instruction through the School Years	

ADD-ON for Adapted PE

KNES 405: Physical Education for the Educationally Disabled

KNES 406: Physical Education for the Chronically Disabled

KNES 407: Physical Education Curriculum for Individuals with Disabilities

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, professional, and conservative. Always follow the dress code regulations of your particular school and related instructional settings.

The following types of clothing are expressively prohibited:

- a. Recreational (athletic) and other “ultra-casual” clothing and footwear. EXCEPTION: Kinesiology students are permitted to wear appropriate clothing for physical education classes.
- b. Clothing with alcohol and/or drug/party/band endorsements are prohibited.

Procedures for Visits to School and Related Instructional Settings

1. Arrive at the school or related instructional setting early enough to sign in at the front office. Be in the classroom or instructional setting at least 10 minutes before instruction begins.
2. Wear or show your UL Lafayette personal ID at all times while at the school campus/related instructional setting.
3. You must sign in at the front office. You may be given a visitor’s pass. Wear the pass at all times while on the school campus or related instructional setting.
4. You must know and adhere to the policies, practices, and procedures of the school/related instructional setting. You must respect the rules and regulations of that school/related instructional setting.
5. If (in an emergency only) you should be unable to keep your appointment, call the school or related instructional setting and ask the receptionist to tell the cooperating teacher or related service provider that you are unable to report. Call or email your university course instructor with your reason for not reporting as scheduled.
6. Headgear, gum, tobacco products, cell phones and pagers, food, and drink (including water) are prohibited in all instructional settings.
7. Special permission is required for any photography, videotaping, or audiotaping of students.

Dispositions

1. Teacher candidates must be mentally and physically prepared daily for responsibilities and obligations of the profession.
2. Teacher candidates must recognize that teaching is a profession that requires them to be honest and dedicated individuals of integrity.
3. Teacher candidates must be flexible, versatile, and respond positively to suggestions, assignments, and supervision.
4. Teacher candidates must treat students and school/related instructional setting personnel with respect at all times.
5. Teacher candidates must reflect the ethical standards of the University, the school system, related instructional setting, and the teaching profession.

Expectations of Cooperating Teachers and Related Professionals

1. Introduce the teacher candidate to the students in your class or instructional setting, and explain why the candidate is in your classroom or instructional setting.
2. Assign a place in your classroom or instructional setting for the candidate to call "home" during the candidate's visit. (Cooperating teachers may be assigned more than one teacher candidate.)
3. Give the candidate a folder containing the following basic information about your classroom or instructional setting: daily schedule, classroom or instructional setting procedures and rules, policies on seatwork and homework, and any other relevant information.
4. Discuss your instruction and your content areas; ask about the teacher candidate's particular experiences and interests.
5. Demonstrate a variety of effective instructional strategies.
6. Explain how you select and use instructional setting management strategies.
7. Invite the candidate to participate in activities, such as the following:
 - check papers (but not grade papers)
 - help students with projects
 - work with individual students
 - work in small group activities
 - read to students
 - put up bulletin boards
8. Share your tips and ideas about the accumulation and organization of materials for the instructional setting.

9. Make available to the candidate any curriculum guides you use to develop your lessons.
10. Give professional advice and guidance according to your judgment. Provide specific suggestions for improvement.
11. Invite questions; share your experiences.
12. Demonstrate a positive attitude toward the teaching profession.
13. Model respect for, appreciation of, and understanding of all students within the varying cultures, belief systems, and capabilities they represent.
14. Provide the course instructor with an early alert to developing problems in a teacher candidate.
15. Complete an evaluation form at the end of the semester. (Appendix E)

SECTION 4

ADMINISTRATION OF FIELD EXPERIENCES

Role of Field Experience Coordinator

The Field Experience Coordinator organizes, manages, and administers the overall field experience program. The coordinator works closely with area schools and related instructional settings, principals, teachers, and related service providers to coordinate the placement of teacher candidates in their appropriate certification program. Classroom teachers, related service providers, and principals volunteer to work with the University. 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 cooperating teachers and related service providers.
2. Communicates with (1) participating schools and related service providers that agree to continue with the Field Experience Program and (2) participating schools and related instructional settings that are new to the Field Experience Program.
3. Visits participating schools and related instructional settings.
4. Meets with cooperating teachers, related service providers, principals, and area coordinators.
5. Confers with and obtains information from University faculty about their field experience needs.
6. Places candidates with classroom teachers and related service providers in the candidates' certification programs.
7. Compiles and produces Level I Field Experience End of Semester Report.
8. Obtains from teacher candidates enrolled in EDFL 106-Introduction to Education a written evaluation of the Field Experience Program.
9. Writes thank you letters to cooperating teachers and related service providers at the end of each semester.
10. Makes presentations to Network areas, formerly Region IV school board personnel to inform them about and obtain support for the Field Experience Program, and to attract other cooperating teachers, related service providers, and participating schools.

11. Attends Network Structure, formerly Region IV Superintendents' meetings to inform them about and obtain support for the Field Experience Program, and to attract other cooperating teachers, related service providers, and participating schools.
12. Remains in constant communication with participating schools, related instructional settings, cooperating teachers, related service providers, and University faculty.

Role of University Professor

The university professor plays a central role in the Field Experience Program. All specific course requirements are determined and organized by the university professor. At the beginning of each semester, the professor contacts and informs the field experience coordinator about field placement preferences and needs.

Sequence of Procedures for Setting up Field Experiences in a Given Semester

In Level I Field Experiences, candidates are expected to observe 30 hours, 10 hours in EDFL 106, 10 hours in EDFL 201 and 10 hours in SPED 391. In Level II, teacher candidates are expected to observe a minimum of 10 hours per course per semester. The table below provides a chronology for organizing, setting up, and executing field experiences during each semester. The chronology outlines the tasks for the instructor and the field experience coordinator to place candidates in participating schools and related instructional settings for observations.

Time Period	Course Instructor Tasks	Field Experience Coordinator Tasks
Semester Weeks 1 and 2	<ol style="list-style-type: none"> 1. Meets with candidates in class, distributes syllabus, and explains course and field experience requirements and expectations. 2. Prepares candidates for field experience requirements and expectations. 3. Contacts field experience coordinator to identify schools where candidates will observe. 	<ol style="list-style-type: none"> 1. Meets all sections of Level I Field Experience course (EDFL 106 and 201). 2. Students in EDFL 106/201 complete Level I Student Application Form (Appendix A). 3. Places Level I (106/201) candidates in participating schools for 30 hours of focused observations outside of class time. 4. Contacts and communicates with university professors about their field experience placement needs.

Semester Weeks 2 and 3	<ol style="list-style-type: none"> 1. Contacts field experience coordinator to identify schools where candidates will observe. 2. Informs Coordinator about criteria to meet course requirements: number of hours needed, types of experiences required, activities and behaviors for teaching. 3. Writes introductory letter for candidates to take to classroom teachers and related service providers. (See Appendix B for a template of an introductory letter.) 4. Prepares documentation log on which candidates will record their visitations and that cooperating teachers and related service providers will sign. (See Appendix C for a template of a Documentation Log.) 	<ol style="list-style-type: none"> 1. Contacts schools and obtains a list of teachers who are willing to participate. 2. Places Level II candidates for field experiences in methods courses. (These field experiences are expected to be completed outside of class time in participating schools and/or related instructional settings) 3. Visits participating schools and cooperating teachers. 4. Remains available throughout semester for problems that may arise with any aspect of field experiences. 5. Continues to communicate with University professors throughout semester. 6. Writes a thank you letter to all cooperating teachers at the end of the semester.
Semester Weeks 4 and 5	Candidates take introductory letter to cooperating teachers and related service providers to obtain their signatures. Candidates return letters to instructor.	
Semester Weeks 5 to 14	Candidates implement and complete field experience requirements.	
End of Semester	Candidates write and deliver "thank you" letters to cooperating teachers and related service providers. Cooperating teachers and related service providers evaluate candidates.	Compiles and produces Level I Field Experience End of Semester Report.

CODE _____

APPENDIX A: Introductory Field Experience Teacher Candidate Application Form

INTRODUCTORY FIELD EXPERIENCE TEACHER CANDIDATE APPLICATION FORM

NAME _____ CLID _____
Last First Middle Initial

LOCAL ADDRESS _____

FEX LEVEL _____ MAJOR _____

PHONE (Home, Dorm, Apartment) _____ WORK _____

Do you have transportation to get to and from the school to which you will be assigned? ____ Yes ____ No

Please list the school(s) you attended during high school _____

Year you graduated? _____

If applicable, list the school(s) your children are currently attending _____

Please include any extenuating circumstances that should be taken into consideration when completing your field experience assignment _____

Level you would like to observe ____ PK-3 ____ Grades 1-5 ____ Grades 6-8 ____ Grades 7-12

Parish you would like to observe in _____

Please list three choices of the schools you would like to observe at

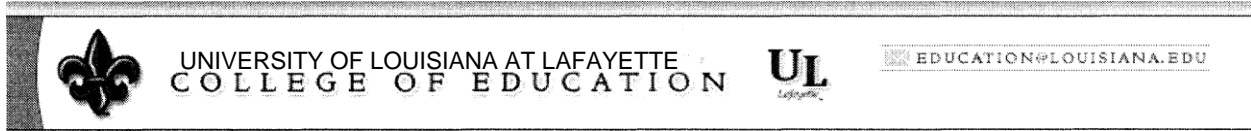
1st Choice _____

2nd Choice _____

3rd Choice _____

I understand that after I am assigned to a particular school, I will report to the school at the designated times agreed upon by the supervising teacher and myself. I will observe the dress regulations and other school policies. In the event that I must drop this course, I will call and inform both the field experience coordinator and the supervising teacher.

(Signature of Teacher Candidate)



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 during the _____ semester. This candidate is currently taking the EDFL 106, Foundations to Education. Candidates must complete **10 clock hours** of field experience as part of their course requirements. This teacher candidate has been assigned to your school to complete his/her field experience.

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

Sincerely,

Instructor
Educational Foundations and Leadership College of Education
University of Louisiana at Lafayette

APPENDIX D: Evaluation of Program by Teacher Candidates**INTRODUCTORY FIELD EXPERIENCE IN PROFESSIONAL EDUCATION**NAME _____ SUBJECT/GRADE _____ CODE COOPERATING
TEACHER _____ SCHOOL _____

This questionnaire will be used to evaluate the Introductory Field Experiences in Professional Education at the University. Thank you for your cooperation.

INSTRUCTIONS: Respond to each of the following with one item from this rating scale.

4 – Outstanding 3 – Good 2 – Satisfactory 1 - Poor

- _____ 1. Your knowledge of current classroom activities prior to your involvement in this program.
- _____ 2. The quality of the working relationship between you and the cooperating teacher.
- _____ 3. The extent to which your activities were varied.
- _____ 4. The degree to which you now feel qualified to identify the age or grade level and the subject area most suitable for you to teach.
- _____ 5. The degree to which your experiences have helped you to develop a greater appreciation for the responsibilities and opportunities for the cooperating teacher or related service provider.
- _____ 6. Your knowledge of current classroom activities after completion of this field experience.
- _____ 7. The extent of your opportunities to complete the EDFL (106-201) structured observation assignments.
- _____ 8. Your overall evaluation of the Introductory Field Experience Program, based on your understanding of its purposes and the nature of your experiences.

INSTRUCTIONS: Please check all that apply.

1. Did any of the following present difficulties for you?

___ time ___ transportation ___ scheduling ___ getting along with teacher ___ performing tasks

2. Did you visit teachers in different grades and/or subjects in the school? _____Yes _____No
3. What do you regard as the program's major strengths?
4. What do you regard as the program's major areas in most need of improvement? What suggestions would you offer for improvement?
5. After participating in the program, do you now want to be a teacher? _____Yes _____No
6. Prior to scheduling classes this semester, were you aware of the 15 clock-hour requirement to be spent in a classroom? _____Yes _____No

APPENDIX E: Evaluation of Program by Teacher Candidates**LEVEL II FIELD EXPERIENCE IN PROFESSIONAL EDUCATION**NAME _____ SUBJECT/GRADE _____ CODE COOPERATING
TEACHER _____ SCHOOL _____

This questionnaire will be used to evaluate the Introductory Field Experiences in Professional Education at the University. Thank you for your cooperation.

INSTRUCTIONS: Respond to each of the following with one item from this rating scale.

4 – Outstanding 3 – Good 2 – Satisfactory 1 - Poor

- _____ 1. Your knowledge of current classroom activities prior to your involvement in this program.
- _____ 2. The quality of the working relationship between you and the cooperating teacher.
- _____ 3. The quality of the relationship with the students in the class in which you observed.
- _____ 4. The majority of the work experiences in which you were involved during this program.
- _____ 5. The extent to which your cooperating teacher benefited from your presence in the classroom.
- _____ 6. The extent of your opportunities to work with students individually.
- _____ 7. The extent of your opportunities to work with students in small groups.
- _____ 8. The extent to which your activities were varied.
- _____ 9. The degree to which you now feel qualified to identify the age or grade level and the subject area most suitable for you to teach.
- _____ 10. The degree to which your experiences have helped you to develop a greater appreciation for the responsibilities and opportunities for the cooperating teacher or related service provider.
- _____ 11. Your knowledge of current classroom activities after completion of this field experience.
- _____ 12. Your overall evaluation of the Introductory Field Experience Program, based on your understanding of its purposes and the nature of your experiences.

INSTRUCTIONS: Please check all that apply.

1. Did any of the following present difficulties for you?

___ time ___ transportation ___ scheduling ___ getting along with teacher ___ performing tasks

2. After participating in the program, do you now want to be a teacher? ___ yes ___ no ___ undecided

Please answer the following questions.

1. List what you regard as the Field Experience Program's major strengths?

2. List what you regard as the Field Experience Program's areas in most need of improvement? List your suggestions for improving the Field Experience Program.

APPENDIX F: Evaluation of Teacher Candidate by Cooperating Teacher

University of Louisiana at Lafayette

Candidate _____ Grade Level _____ Subject(s) _____

Licensure Field _____ Beginning/Ending Dates _____

School _____ Public _____ Private _____

Setting: **Check all that apply.**

_____ Urban _____ Suburban _____ Rural _____ Low Income _____ Middle Income _____ Upper Income

Directions: Rate the Teacher Candidate's accomplishment of the components of effective teaching.

NA=not applicable 1=Needs Improvement 2=Proficient 3 =Commendable

DOMAIN I: Planning	NA	1	2	3	COMMENTS: Please explain your rating.
1. Identifies individual differences					
2. Promotes a healthy, safe environment					
3. Uses correct grammar in written language					
4. Uses correct grammar in oral speech					

DOMAIN II: Teacher Student Relations	NA	1	2	3	COMMENTS: Please explain your rating.
1. Establishes and maintains rapport with students					
2. Promotes positive climate					
3. Is able to work with small groups					

DOMAIN III: Instruction	NA	1	2	3	COMMENTS: Please explain your rating.
<i>Component A</i>					
1. Makes effective use of observation times					
2. Eager to do more than expected					
3. Sequences lessons to promote learning					
4. Integrates technology					
5. Adjusts lessons when appropriate					
6. Accepts and carries out assignments willingly					
<i>Component B</i>					
1. Presents content at developmentally appropriate level					
2. Uses appropriate material to promote learning					
3. Presents accurate subject matter					
<i>Component C</i>					
1. Establishes expectations for learner behavior					
2. Accommodates individual differences and learning styles					
3. Uses monitoring techniques					
4. Communicates effectively with students					
5. Encourages higher order thinking					

DOMAIN IV: Teacher Professionalism	NA	1	2	3	COMMENTS: Please explain your rating.
1. Demonstrates a sense of efficacy					
2. Exhibits positive attitude					
3. Builds professional relationships					
4. Interacts positively with families					
5. Builds professional appearance and demeanor					

Would you like to have another teacher candidate next semester? _____ YES _____ NO

APPENDIX G: 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.

APPENDIX H: NBPTS Standards
National Board for Professional Teaching Standards

Standard 1: Teachers are committed to students and their learning.

- a. Teachers recognize individual differences in their students and adjust their practice accordingly.
- b. Teachers have an understanding of how students develop and learn.
- c. Teachers treat students equitably.
- d. Teachers' mission extends beyond developing the cognitive capacity of their students.

Standard 2: Teachers know the subjects they teach and how to teach those subjects to students.

Teachers appreciate how knowledge in their subjects is created.

Standard 3: Teachers are responsible for managing and monitoring student learning.

- a. Teachers call on multiple methods to met their goals.
- b. Teachers orchestrate learning in group settings.
- c. Teachers place a premium on student engagement.
- d. Teachers regularly assess student progress.
- e. Teachers are mindful of their principal objectives.

Standard 4: Teachers think systematically about their practice and learn from experience.

- a. Teachers are continually making difficult choices that test their judgment.
- b. Teachers seek the advice of others and draw on research and scholarship to improve their practice.

Standard 5: Teachers are members of learning committees.

- a. Teachers contribute to school effectiveness by collaborating with other professionals.
- b. Teachers work collaboratively with parents.
- c. Teachers take advantage of community resources.

APPENDIX I: Glossary

Cooperating Teacher. A certified classroom teacher who opens his or her classroom to teacher candidates for field experiences. The cooperating teacher models effective instruction, mentors candidates, and evaluates candidates. This individual must have at least three years of teaching experience, be willing to work with candidates, and be recommended by the principal or other supervisory personnel.

Field Experience Coordinator. Individual who organizes, manages, and administers the overall field experience program.

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

Nonschool Instructional Settings. Hospitals, allied health centers, community centers, homeless shelters, private homes, daycare centers, and Head Start.

Participating School. A public or private school in Network areas, formerly Region IV 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. These qualified professionals are not classroom teachers, but they supervise teacher candidates during field experiences. These professionals may or may not be certified teachers,

Teacher Candidate. A UL Lafayette student enrolled in the College of Education Teacher Certification Program.

APPENDIX J: College of Education Matrix

FIELD EXPERIENCE SUMMARY CHART					
Field Experience Requirements for Programs in Education at the University of Louisiana at Lafayette					
Level	Course Number	Course Title	Cr Hrs	Ob Hrs	Purpose/Activities
I	EDCI 308	Children's Literature for Pre-K Teachers	3	5	
I	EDFL 106	Introduction to Education	3	30	
I	EDFL 201	Teaching, Learning and Growth	3	12	
I	HLTH 218	Chemical Substance Abuse	3	12	
I	KNES 101	Introduction to Kinesiology	3	10	
I	KNES 215	Skills & Techniques: Rhythms, Stunts , and Tumbling	2	5	
I	SPED 391	Survey of Exceptional Children	3	10	
II	EDCI 300	Language Arts in Elem. School	3	10	
II	EDCI 349	Preschool & Primary School Math Methods	3	10	
II	EDCI 350	Elem. School Math Methods	3	10	
II	EDCI 351	Practicum in Elementary Math	3	30	
II	EDCI 352	Middle School Math Methods	3	10	
II	EDCI 353	PK-6 Math Methods for Alternative Certification Candidates	3	10	
II	EDCI 400	Phase I Residency	0	90	
II	EDCI 407	Understanding & Facilitating Play	3	10	
II	EDCI 411	Developmental Assessment & Research in ECE	3	10	
II	EDCI 413	Integrated PK-3 Program Design & Instruction	3	10	
II	EDCI 422	Middle School English Methods	3	15	
II	EDCI 423	Middle School Science Methods	3	15	

II	EDCI 424	Middle School Social Studies Methods	3	15	
II	EDCI 425	Elem. School Science Methods	3	10	
II	EDCI 426	Social Studies in the Elem. School	3	10	
II	EDCI 427	Teaching in a Diverse Society	3	15	
II	EDCI 428	Elem. School Science & Soc. Studies	3	10	
II	EDCI 430	Classroom Management for Teachers	3	10	
II	EDCI 439	Classroom Management for Middle School Teachers	3	10	
II	EDCI 448	Secondary School English Methods	3	15	
II	EDCI 448	Secondary School English Methods Note: For seniors only using 2013-2015 catalog	3	30	
II	EDCI 450	Classroom Management & Instructional Design for Secondary Teachers	3	15	
II	EDCI 452	Secondary School Math Methods	3	15	
II	EDCI 453	Secondary School Science Methods	3	15	
II	EDCI 454	Secondary Sch. Social Studies Methods	3	15	
II	EDCI 454	Sec. Sch. Social Studies Methods: Note: For seniors only if using 2013-2015 catalog	3	30	
II	EDCI 469	Advanced Field Experiences for Secondary Teachers	1	45	
II	EDFL 456	Measurement and Evaluation Grades 9-12	3	10	
II	HLTH 313	Coordinated School Health Education Strategies	3	10	
II	IRED 315	Technology in the Classroom	3	10	
II	IRED 320	Technology in the Classroom	3	10	
II	IRED 330	Integrating Technology in Science Classroom	3	10	

II	KNES 221	Skills & Techniques: Sport/Activity	2	5	
II	KNES 301	Kinesthetic Learning for Children	3	10	
II	KNES 305	Motor Behavior & Control	3	10	
II	KNES 306	Introduction to Physical Education for Individuals with Disabilities	3	5	
II	KNES 307	Motor Development & Health Concepts in Early Childhood	3	10	
II	KNES 350	Skills & Techniques: Lifetime Contemporary Activities	3	5	
II	KNES 361	Coaching & Officiating	2	10	
II	KNES 400	Measurement & Evaluation in Kinesiology	4	15	
II	KNES 405	Physical Education for the Educationally Disabled	3	10	
II	KNES 406	Physical Education for the Chronically Disabled (Adaptive P.E.)	3	10	
II	KNES 407	Physical Education Curriculum for Individuals with Disabilities	3	10	
II	KNES 449	Secondary School Health & Physical Education Methods	3	10	
II	READ 301	Literacy Development for Emergent and Early Readers	3	10	
II	READ 302	Teaching Reading in Primary Grades	3	10	
II	READ 303	Practicum in Primary Grades Reading	3	12	
II	READ 309	Emerging Literacy & Reading Instruction Through Age 8	3	10	
II	READ 310	Reading in the Elementary Classroom	3	10	
II	READ 311	Practicum in Reading Elementary	3	12	

II	READ 409	The Reading Act: Instruction Through the School Years	3	10	
II	READ 410	Teaching Content Literacy in the Middle and Secondary School	3	10	
II	READ 411	Assessment & Prescriptive Teaching of Reading	3	15	
II	SPED 404G	Behavioral Approaches to Managing Students with Mild/Moderate Disabilities	3	10	
II	SPED 405G	Developmental Foundations of Early Childhood for Early Intervention	3	10	
II	SPED 406G	Physical and Medical Management in the Classroom	3	10	
II	SPED 414G	Interdisciplinary & Interagency Teaming	3	20	
II	SPED 420G	Instructional Program Planning and Implementation for Early Intervention Special Education	3	20	
II	SPED 422G	Parent Involvement & Community Resources	3	10	
II	SPED 423G	Identification & Evaluation of Children During the Developmental Period	3	20	
II	SPED 426G	Pre-Vocational & Vocational Skills for Mild/Moderate	3	20	
II	SPED 428G	Language Arts Intervention	3	20	
II	SPED 436G	Pre-Vocational & Vocational Skills for Mild/Moderate Secondary Level	3	20	
II	SPED 453	Methods for Secondary Level Mild/Moderate Students with Disabilities	3	20	
II	SPED 468G	Content Area Intervention	3	20	

II	SPED 472G	Theories & Practices for Secondary Level Behavior Intervention	3	20	
II	SPED 474	Assessment & Methods for Students with Mild/Moderate Disabilities	3	20	
II	SPED 482G	Theories & Practices for Elementary Level Behavior Intervention	3	20	
II	SPED 483	Methods for Elementary Level Mild/Moderate Students with Disabilities	3	20	
II	SPED 484G	Students with Mild/Moderate Disabilities	3	20	
II	SPED 491G	Foundations of Special Education	3	15	