



College of Education

Department of Teaching and Learning

Clinical Practice Handbook

Purpose: To assist teacher candidates, cooperating/supervising teachers, school administration and university faculty in gaining an understanding of field experience responsibilities and expectations.

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Clinical Preparation: An Overview

The mission of the Office of Teacher Clinical Practice and Residency (OTCPR) in the College of Education (COE) at Southeastern Louisiana University is to observe and interact with teachers, students, and other support personnel in diverse school settings in addition to other community settings. These site-based experiences are required to provide a meaningful developmental transition from theory to practice.

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 number of hours must be completed and documented (into PASS-PORT) before a teacher candidate may move through internal gateways (PASS-PORT portals).

Multiple public and non-public school sites are available for FX in order to provide exposure and diversity through practice. 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 non-public school partners, while providing a meaningful, multicultural, multiethnic, and socioeconomically responsive field experiences.

Teacher Candidates DO NOT create clinical practice assignments. Individual courses are assigned specific clinical setting sites and professors/instructors will be responsible for notifying teacher candidates of the available school placement sites. TCs are not to contact schools or enter schools until FX assignments have been made by the OTCPR. Consideration will be given to specific requests for FX, but such requests must be made before a placement is

assigned, and must be approved by the OTCPR. Unless a placement request is outside of area, the OTCPR Director will place a candidate at a school or community site within a 50-mile radius of Southeastern.

The OTCPR, in conjunction with professors/instructors, will provide the support that will assist the TC in having a successful field experience placement. It is essential that all candidates be aware of and comply with certain policies, procedures, and expectations. This handbook will provide an overview of the aforementioned expectations. Faculty instructors/professors will provide additional information pertinent to course requirements.

ALL CLINICAL PRACTICE EXPERIENCES FOR THE ACADEMIC YEAR MUST BE DOCUMENTED IN PASS-PORT BY JULY 31.

Field Experience organized by the OTCPR allows 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 clinical sites.
- 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 OTCPR 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 cooperating school districts;
- Assessing the quality and quantity of FX each academic year; and
- Maintaining a database of FX by providing **PASS-PORT** (electronic documentation system) for TC and instructional record keeping.

I. The Field Experience Placement Components

Field Experience may begin when the Director of Field Experience issues field assignment lists to each course. Assignment sites are established by course requirements and include observation, direct teaching, or a mixture of both. Field experience may only occur during the semester in which the candidate is enrolled in a course which requires FX hours. [See Appendix G.](#) Undergraduate candidates cannot remain with the same placement for subsequent semesters.

Field Experience is designed to offer experiences which include 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.** Teacher candidates must adhere to the “[Cooperating Teacher Requirements](#)” (pages 6 and 7) and the candidate expectations outlined on page 6. Candidates may not document FX in PASS-PORT unless [Form A](#) has been completed and submitted to the OTCPR by the cooperating teacher.

II. Field Assignments from the Office of Teacher Clinical Practice and Residency

- All faculty members are required to email fall and spring class rosters to the OTCPR prior to the issuing of field assignments.
- Course field placement assignments are made within the first three weeks of each semester.
- Once these assignments are completed and issued, the OTCPR 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 OTCPR.
- 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

- A. After receiving placement(s), candidates must use [Form E](#) to contact the field sites.

Principals or contact persons may not honor the placement if candidates:

- a. Wait longer than two weeks to make requests.
- b. Leave any part of [Form E](#) incomplete.
- c. Mass email [Form E](#) to multiple districts and schools.

- B. **Flexibility** when scheduling FX time with the cooperating teacher is compulsory.

- C. When entering the partner school, the candidate should always:

- a. Introduce himself/herself,
- b. Present the staff/administration with a photo ID (bring both your school and legal ID [drivers license],
- c. Provide the cooperating teacher with a copy of [Form E](#), if one is requested,
- d. 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,
- e. Avoid **ALL** criticism of the school, staff, or students, and
- f. Report any complications with the cooperating teacher to the OTCPR as soon as possible in order 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](#) yearly
- F. **Complete** [FORM B](#) (class demographics) and make it available to candidates.

V. Contacting the Cooperating Sites/Teachers

- A. **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](#) to the email.** The [Form E](#) will identify candidate needs and requests.

- B. If [Form E](#) is not provided by the teacher candidate, the school does not have to grant field experience request.
- C. 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 OTCPR. These teachers **MUST** be emailed [Form E](#) when the request is made. Parochial, private and non-public schools must be contacted in the same manner.
- D. Email addresses for all school contacts/principals are provided on the class field assignment list.
- E. Teacher candidates must sign in every time they enter a field site.
- F. If a candidate does not report (no show), then the principal or contact person will document and inform the Office of Teacher Clinical Practice and Residency of the “no show.”
- G. **Be punctual.** Allow time for any problems. Arrive at the school at least thirty (30) minutes before the class begins. Locate the school 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.
- H. **Field hours DO NOT include travel time to and from the schools and are completed outside the scheduled class time, with the exception of methods courses.**
- I. **Wear Southeastern I.D.** at all times when visiting a field site. Also, be aware that some school districts require proof of identification using a valid driver’s license.
- J. **Know 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 asks for a copy of the school calendar at the school office.
- K. Schools cannot accommodate **GROUP OBSERVATIONS**; therefore, candidates should pre-schedule a visitation date. Only ONE candidate can observe a teacher at a time unless explicitly approved by OTCPR.
- L. **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 and a disposition intervention.
- M. **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. **This will include cancellations with less than 48 hours notice.**
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

- A. **Special Education Requests:** Candidates should specify needs (inclusion, self-contained, resource) on [Form E](#) prior to the site visit. Without these specified requests, candidates may find that selected classrooms may not meet the requirements of the FX.
- B. **Illness:** Headaches, muscle strains, or other minor complaints do not prevent most teachers from working; thus, teachers expect the same dedication from the teacher candidate. On the other hand, teachers are not interested in exposing students to extreme illnesses. If a TC is seriously ill, contact the cooperating teacher 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 Classroom Students

To become a successful participant in a teacher’s classroom, one will need patience and a positive, respectful attitude. Please review the [COE dispositions](#) to better understand the professional expectations of the OTCPR.

- A. **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 be reported to the OTCPR and The Department of Teaching and Learning for the appropriate disposition intervention.
- 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 most school districts.
- C. **Pay attention—look interested.** Many cooperating teachers have prepared lessons with a teacher candidate in mind. Candidates and students are there to learn.

If proper protocol is not followed a system of consequences have been put into place.

CONSEQUENCES: If for any reason a cooperating teacher or school reports improper behavior or unprofessional attitude, the following consequences will occur:

1. *First report:* OTCPR will contact teacher candidate of the problem--**WARNING**
2. *Second report:* Teacher candidate **will not be allowed to return to the school or school district.**
3. *Third report:* **Referral to the Teacher Development Center.**

Miscellaneous: 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 FX teacher candidates regarding sick or injured students, follow these procedures:

1. Speak only to try and calm the student needing assistance. Do not touch.
2. 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.
3. Notify the teacher; let the teacher handle the pupil and the cleanup.

VIII. METHODS AND PROFESSIONAL DEVELOPMENT SITES

Priority placement close to the campus is given to **advanced/ methods and FX candidates taking capstone courses** immediately preceding student teacher. **METHODS SITES** are designated for methods classes only. No other FX can occur at those sites. All requests for FX at these sites will be denied. **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: CANDIDATE MAY/MUST NOT

- A. Administrate nor serve as an official witness for corporal punishment.
- B. Contact nor send notes to parents/guardians of the students observed or tutored.
- C. Express personal, religious, and political views in the classroom or with students outside the classroom.
- D. Engage in religious activities at the school site.
- E. Have access to student records.
- F. Observe or direct teach in a class that has an assigned student teacher from any university. These teachers do NOT function as 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

Portal Approach (PASS-PORT) provides:

- 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

*** 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, Ms. Jordan Kea Ahrend, and the PASS-PORT coordinator, Dr. Camille Yates, for guidance in documentation. You will need to complete the [Transfer Hours Form](#).
3. Advisers must be informed of transferred FXs into PASS-PORT.

Upon completion of the scheduled field experience:

Ask the cooperating teacher for his/her completed PASS-PORT demographic sheet ([Form B](#)) and sign the Individual Course Field Experience chart **after** the field experience is completed. Cooperating Teachers should keep PASS-PORT demographic sheets ([Form B](#)) in their classrooms.

XI. Supervisory Personnel Workshop

Each academic year 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; and (4) Student Teaching Requirements.

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 from of clinical practice. (observation and/or direct teaching). A candidate should know the dress code and general code of conduct of the district and school site. 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 and the code of conduct for clinical placements.

XIII. Undergraduate Requirements

Undergraduate field hours are as follows:

Field Experiences – Minimum of 100 hours will need to be documented prior to Residency 1. (One experience must be placed in the folio with an attached standard*.)

Field Experiences	Admissions Portal	Introductory Portal	Developing Portal	Cumulative Total	Total hours in order to reach Residency 2
Required hours in each level	5*	30*	70*	105*	500

*minimum requirements

Undergraduate teacher candidates must complete a portfolio after each level of course progression. Five portfolios are required to complete certification (*Admissions, Introductory, Developing, Residency 1, and Residency 2*). Evaluation of each portfolio will occur once the candidate has successfully completed and/or is currently enrolled in those courses listed for each portfolio level.

XIV. Alternate Certification

Alternative certification field hours are as follows:

Field Experiences – Minimum of 55 hours documented in alternative certification. (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	25**	30**	55**	55

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 Portfolio/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 candidates who are teaching and have three years of experience may have student teaching waived. 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. Alternative Certification 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*.

XIV. Service Learning

“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.”

-National Council for Accreditation of Teacher Education {NCATE}

During the Fall 2012 semester, service learning became a part of field experience. A service learning form or [Form D](#) 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](#) to document these experiences. [Form D](#) information is placed in PASS-PORT under its own template and will become part of the field experience requirement.

APPENDIX A

**Insurance Coverage for Clinical Practice Experiences
Teacher 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 clinical practice 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 any site-based 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 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 this form to your Course Instructor before you go into the field.

_____ 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 Southeastern Student Insurance Plan

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

Name _____
(please print)

W # _____

Name _____
(please sign)

Date _____

**APPENDIX B
DRESS CODE / CODE OF CONDUCT**

The College of Education and its partner clinical sites state that candidates in violation of this policy will not be allowed to complete his/her field experience in the cooperating school district. It is **STRONGLY RECOMMENDED** that candidates review each district/parish/school dress code policy prior to any site visits and actively adhere to the expected code.

Southeastern Louisiana University	
Clinical Experience Dress Code	Clinical Experience Code of Conduct
Teacher candidates will maintain their person and clothing in a clean and orderly manner that reflects pride in self and the University. These guidelines are designed to assist candidates in setting a standard for their personal appearance and support the growth of their professional dispositions.	Teacher candidates will conduct site-based experiences in a manner that will provide an orderly process of education and ensure the safety and welfare of all pupils who attend these sites. 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 site.
A. Dress	A. Behavior
<ol style="list-style-type: none"> 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. Low cut blouses or shirts/tops with spaghetti straps or no straps are not allowed. 6. Tops/blouses that show skin from the waistline up when raising arms to write on the board are not allowed. 	<ol style="list-style-type: none"> 1. No candidate is to eat, drink, or chew gum in a partner teacher’s classroom. Smoking is prohibited at all sites (this includes ecigarettes). 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. 4. Any posts regarding the clinical site on any form of social media, group texts, or mass emails will result in immediate referral to the Office of Teacher Clinical Practice and Residency.

	*Represents a change or new policy
B. Pants/Skirts/Shorts/Skort	B. External Devices
<p>1. Skirt slits (long or short skirt) must not extend higher than four inches above the back crease of the knee.</p> <p>2. Shorts, of any kind, are not to be worn, with the exception of teaching physical education.</p> <p>3. No jeans of any color shall be worn.</p> <p>4. Leggings are not allowed as pants (during the winter they may be worn under dresses).</p>	<p>1. The use of cell phones is prohibited on the partner site campus.</p> <p>2. No laptops or electronic pads should be brought into a cooperating teacher's class (unless explicit approval is given by the cooperating teacher).</p> <p>3. Candidates are NOT to ask to use any computers or electronic devices belonging to the school or teacher.</p>
C. Shoes	
<p>1. No slippers, flip-flops, beach shoes or cleats. (Cleats may be appropriate for Health and PE majors)</p>	
D. Jewelry	
<p>1. Body piercings, such as nose rings, eyebrow rings, lip rings, cheek rings, tongue rings, etc. are not permitted. Please wear clear fillers or remove disallowed jewelry completely.</p>	
E. Tattoos	
<p>1. It is highly recommended that tattoos are covered during the field experience. Each school/district observes different tattoo policies, it is your responsibility to make yourself familiar with those policies.</p>	

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 Teacher Clinical Practice and Residency (985-549-2229) with any questions about the candidate and the field experience.
14. Model! Model! Model!

APPENDIX D FIELD EXPERIENCE TERMS

Field Experience

Pre-Residency 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 an 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 various school sites.
- Coaching athletics is not considered a direct teaching experience. (unless it is completed as a course requirement and has the supervision of Southeastern faculty).

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 AND PASS-PORT HELP

Assistance 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
- Field Experiences/Teacher Development Center: Ms. Jordan Kea Ahrend
Office 201A; 985-549-2229; jordan.ahrend@southeastern.edu
- Course Requirements: Assigned Instructor
- If you forget your PASS-PORT password, click on “Forgot Password” and a temporary password will be emailed to you.
- *General Pass-Port help* is located at
https://www.southeastern.edu/acad_research/colleges/edu_hd/student_success/passport/index.html

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 (<https://selu.pass-port.org/>). Training will be provided in EDUC 203 or by the Assessment Coordinator and individual assistance given as needed.

Access to PASS-PORT

1. <https://selu.pass-port.org/>
2. USERNAME : W#
3. PASSWORD: pass-port (until you change it)

An active account must be established in order to access the system. A fee must be paid to establish an active account. Choose the type of license (membership) you will need: 1 year = \$38, or 7 years = \$108.

APPENDIX F CREATING FIELD EXPERIENCES

Each Field Experience (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 school, same teacher, **AND the 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/>
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.
12. Click **Select**.
13. 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 Teacher Clinical Practice and Residency:

jordan.ahrend@southeastern.edu The Office of Teacher Clinical Practice and Residency will place the teacher and/or school in PASS-PORT and send a [Form A](#) to the teacher.

14. Click **Select**.

15. 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.

16. Click **Select**.

17. Click **Edit Basic Info First**.

- a. Enter number of participants in the text box.
- b. Enter the number of hours and minutes.
- c. Enter Hour/Period in the text box (optional)

18. Click **Save**

19. Click **Edit** in front of Gender Composition (Required field) – Enter the participant count for males and females totaling the number of participants

20. Click **Save**

21. 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 Fall 2018)
Certification Courses and Field Hours Required

* Colored background represents a new course

COURSE	Type of Field Experience	Activities	Total # Hours
ART 371	2 hours observation / direct teaching	Observe regular classroom teacher during art instruction	2
ART 373	20 hours direct teaching	Developing competencies in planning, management, instruction, and assessment in the secondary art classroom	20
ART 374	20 hours direct teaching- content methods	Developing competencies in planning, management, instruction, and assessment in the secondary art classroom	20
COMM 210	2 required hours total- observation / direct teaching; up to 20 hours	Observe for communication skills and how they relate to the classroom environment	2
ECE 106	5 direct teaching / observation hours / service learning	Weekly emphasis placed on weekly observations and interactions with young children and families	5
ECE 108	5 hours observation / direct teaching	Observing and interacting with children structured settings	5
ECE 300	20 hours direct teaching (10 hours per week for 2 weeks)	Implement practices in pre-kindergarten and kindergarten classrooms	20
ECE 311	20 hours direct teaching (10 hours per week for 2 weeks)	Assessing children preschool through age eight years old to develop prescriptive activity plans	20
ECE 312	20 hours direct teaching (10 hours per week for 2 weeks)	Observation, participation, and teaching in the early childhood setting	20
ECE 316	20 hours direct teaching (10 hours per week for 2 weeks)	Direct teaching with an emphasis on language arts and literacy (Grades 1-3)	20
ECE 318	20 hours direct teaching (10 hours per week for 2 weeks)	Direct teaching with an emphasis on science and social studies (Grades 1-3)	20
ECE 400/411(K)/420	60 hours observation/direct teaching	Pre-K and K Math, ELA, science and social studies	60
ECE 422	60 hours observation/direct teaching	Working with 1-3 rd grades in the school environment.	60
ECE 427	Student Teaching	Observe and participate in the PK-3 classroom environment.	180+
EDUC 202	5 hours - 2 hours observation / 3 hours service learning	Small group or one-on-one tutoring	5
EDUC 304	5 hours- 4 direct teaching; 1 observation	Attention to basic reading skills needed by emergent and mature readers.	5
EDUC 308	5 hours- 4 direct teaching; 1 observation	Attention to basic reading skills, needed by emergent and mature readers in the 4 th -8 th grade classroom.	5
EDUC 309	10 hours observation / direct teaching	Observations and direct teaching with an emphasis on integrating music	10

EDUC 315	5 hours observation	Observe classroom management strategies and procedures	5
EDUC 316	10 hours observation / direct teaching	Implementing a Classroom Management Plan in a middle school or secondary setting	10
EDUC 320	5 hours direct teaching	Tutoring one math student	5
EDUC 322	5 hours assessment	Reading assessment, devise plan of intervention to target specific needs	5
EDUC 323	28 hours- 12 direct teaching; 16 observations	Observe in grades 1-3, implement reading and math lesson plans in 1-3 classroom	28
EDUC 324	20 direct teaching/tutoring hours	Tutoring with an emphasis upon the specific needs of struggling readers and writers	20
EDUC 326	22 hours- 18 direct teaching; 4 hours observation	Observe in grades 1-5, implement reading and math lesson plans in 1-5 classroom	22
EDUC 327	30 hours - 20 direct teaching (5 hours per week for 4 weeks); 10 observation	Planning and implementation in 1-5 setting with an emphasis on science and social studies	30
EDUC 328	28 hours- 12 direct teaching; 16 observation	Observe in grades 4-8, implement reading and math lesson plans in 4-8 classroom	28
EDUC 333	20 hours (5 hours per week for 4 weeks)	Planning and implementation in 1-5 setting with an emphasis on language arts and literacy	20
EDUC 415	40 hours direct teaching	Teaching strategies are refined through working with students in the classroom.	40
EDUC 427	Student Teaching 2: 1-8	Student teaching experience includes co-planning and co-teaching strategies.	180
EDUC 449	40 hours planning / direct teaching	Planning and implementation with an emphasis on mathematics at the 1-5 grade levels	40
EDUC 450	Student Teaching: Elementary M/M	Student teaching experience includes observation and participation	180
EDUC 452	40 hours planning / direct teaching	Planning and implementation with an emphasis on language arts and literacy	40
EDUC 453	Student Teaching 1: PK-12	Student teaching experience includes co-planning and co-teaching strategies.	337.5
EDUC 456	40 hours planning / direct teaching	Planning and implementation with an emphasis on early literacy at the PK-3 grade levels	40
EDUC 457	40 hours planning / direct teaching	Planning and implementation with an emphasis on early mathematics at the PK-3 grade levels	40
EDUC 468	40 hours planning / direct teaching	Planning and implementation with an emphasis on mathematics at the 4-8 grade levels	40
EDUC 469	40 hours planning / direct teaching	Planning and implementation with an emphasis on reading and social studies at the 4-8 grade levels	40
EDUC 472	5 hours- 3 direct teaching; 2 observation	Teacher interviews regarding content literacy practices, implement literacy strategies and teaching in content literacy areas	5
EDUC 475	10 hours direct teaching	Special topics	10
EDUC 484	40 hours direct teaching	Development of teaching strategies in 4 th -8 th grade classroom environment. Includes curriculum organization, behavioral and humanistic approaches to classroom management	40

EDUC 485	30 hours observation; teacher assistant; practice teaching (1 class-3 weeks)	Developing competencies in planning, management, instruction, and assessment in the high school classroom	30
EDUC 486	Student Teaching 2: Secondary	Student teaching experience includes co-planning and co-teaching strategies.	180
EDUC 488	15 hours observation and 25 hours direct teaching	Observations and participation in classroom management techniques and educational technology in the classroom	40
EDUC 490	40 hours observation/direct teaching	Observations and lesson implementation in secondary classrooms by content area	40
EDUC 494	48 hours (6 hours per week for 8 weeks)	Direct teaching with an emphasis on materials and methods appropriate for middle school settings	48
ENG 312	15 hours observation/direct teaching	Special attention to structural and functional grammar in the classroom	15
ENG 467	Content methods 20 hours-writing	Developing competencies in planning, management, instruction, and assessment in the secondary writing classroom	20
ENG 468	Content methods 20 hours- literature	Developing competencies in planning, management, instruction, and assessment in the secondary literature classroom	20
EPSY 301	5 hours observation/direct teaching	Observe individual child development	5
EPSY 304	5 hours observation/direct teaching	Observe and work with young students (PK-3) in areas of development	5
EPSY 311	10 hours observation/direct teaching	Observe and work with grades 6-12 students	10
EPSY 314	3 hours observation	Observe behavior management in PK-3 classrooms	3
FLAN 401	15 hours	Emphasis on creation and use of drills, audio-visual materials, and role playing situations	15
FLAN 404	20 hours direct teaching	Internship	20
GBIO 498	40 hours direct teaching- content methods	Developing competencies in planning, management, instruction, and assessment in the secondary biology classroom	40
HIST 322	20 hours direct teaching- content methods	Developing competencies in planning, management, instruction, and assessment in the secondary social studies classroom.	20
HIST 323	20 hours direct teaching- content methods	Developing competencies in planning, management, instruction, and assessment in the secondary social studies classroom.	20
KIN 190/191	Secondary Methods = 30 hours direct teaching	Methods. Developing competencies in planning, management, instruction, and assessment in the secondary kinesiology classroom	30
KIN 251	Pre 351 = 30 hours observation / direct teaching	Classroom observation and supervised teaching	30
KIN 351	Elementary Methods = 30 hours direct teaching	Developing competencies in planning, management, instruction, and assessment in the elementary physical education classroom	30

KIN 460	Secondary Methods = 30 hours direct teaching	Developing competencies in planning, management, instruction, and assessment in the secondary physical education classroom	30
MAT 622	10 hours observation	Observe classroom management skills with special attention to behavior modification, conflict resolution, social skills techniques.	10
MAT 630	10 hours total = 2 observation; 8 hours direct teaching (Assign classes)	Use of assessment in the schools. Topics such as lesson plans, assessments, testing, and case studies will be addressed.	10
MAT 631	(own classrooms) 12 hours total = 1 hour observation, 11 hours direct teaching	Application of Assessment 1 (MAT 630) Action research project	12
MAT 636	(own classrooms) 10 observation, interviews, direct teaching	Emphasis on partnerships with caregivers and educators to increase student productivity	10
MAT 640	(EDUC 304) 1 hour observation, 9 hours direct teaching	Observe literacy experience and direct teaching with experience in lesson plan and assessment of reading skills and student support in literacy	10
MAT 642	10 hours direct teaching	methods for literacy instruction	10
MAT 650	Math and Physical Science Methods, Grades 1-5 15 hours total, 5 hours observations in math, 5 hours direct teaching in physical science= total 15	Observations in mathematics and physical science, incorporating CCSS, inquiry, and project-based learning	15
MAT 651	5 hours observation; 10 hours direct teaching	Observe Life Science teaching/labs, health and PE instruction. Teach whole class a 5 day thematic unit and teach another 10 day thematic unit	15
MAT 652	15 total = 4 observation/interview, 11 hours direct teaching	Methodology for teaching math, physical sciences and information literacy to the inclusion classroom setting	15
MAT 660	01-on campus: 15 hours total= 4 hours observation, 10 teacher's assistant, 1 direct student contact 90NT-online: 10 hours total = 10 direct student contact (videotaped, reflective practice assignments)	Observation, teacher's assistant work, small group tutoring, at least one complete direct teaching of a class. (can do more at the discretion of the cooperating teacher)	15/10
MAT 661	01- On campus: 20 hours total = 10 observations/teacher's assistant, 10 direct student contact 90NT- online: 20 hours total = 5 observations, 15 direct student contact (videotaped, reflective practice assignments)	10 hours of a consecutive lessons as part of an implemented unit.	20
MAT 670	(Teacher specific) 24-30 direct student contact	Action research-conduct a small group intervention and assess effectiveness	24-30
MATH 367	15 hours direct teaching (1 hour per week)	Tutoring elementary mathematics	15

MTED 385	30 hours direct teaching – content methods	Developing competencies in planning, management, instruction, and assessment in the secondary mathematics classroom	30
MUS 303/304	20 hours	Observe and assist in the school music classroom in elementary and secondary settings	20
SPED 200	5 hours observation/ service learning	Observations completed in classrooms with special needs students	5
SPED 210	5 hours observation/ service learning	Observations completed in classrooms with special needs students	5
SPED 213	15 hours observation/direct teaching	Observations / direct teaching with an emphasis on technology-based practices	15
SPED 365	30 hours observation/direct teaching	Application of classroom approaches for effective behavior management Develop and use management plans that meet the emotional and behavioral goals of the students.	30
SPED 366	25 hours observations/direct teaching	Strategies for working with paraprofessionals and general educators Develop instructional content, resources, and strategies that respond to classroom environment.	25
SPED 367	25 hours observations/direct teaching	Methods of teaching mathematics to M/M students.	25
SPED 440/550	20 hours observation/direct teaching	Evaluate and diagnose educational problems in the classroom. Practice using testing instruments to evaluate skills and academic achievement.	20
SPED 441	20 hours direct teaching	Assessment of children with disabilities/Case Study Report	20
SPED 442	10 hours observation	Case study of one family	10
SPED 465	50 total= 50 hours direct student contact	Writing lesson plans, managing behavior, and teaching students with disabilities in the inclusion setting	50
SPED 490	5 hours observation	Observe students and teachers using assistive technology	5
SPED 495	20 hours direct student contact	Writing lesson plans and implementing accommodations and modifications in the regular education classroom	20

Graduate Courses
With Field Experiences

Course #	Activity	Approximate hrs.
ECE 601	Adv. Early Childhood Education	10
EDUC 528	ESL Interviews and observations	5
EDUC 618	Pre-assessment/Post-assessment lesson	1
EDUC 636	Class observation using LCET	1
EDUC 646	Practicum in Gifted- Direct Teaching	48
EDUC 647	Direct Teaching	1
EDUC 648	Student and Classroom Observation	5
EDUC 649	Direct Teaching	1
EDUC 657/658	Teach and Observation	3-5
EDUC 660	School comparison study	2
EDUC 661	Case Study	20
EDUC 664	Classroom teaching diverse classroom	10
EDUC 665/666	Pre-assessment/Post-assessment Case Studies	40
EDUC 677	Linguistic/collaborative project; Family/school partnership	8
EDUC 678	Screen and Intervene	5-8
EDUC 688	School Improvement	125
EDUC 692	Teacher observation/reflections connected to LCET	2
EDUC 693 and 695	Action Research Project	40
EDL 610	Data Gathering, School Climate Survey	10
EDL 612	Creating a Vision, Leading Group in Core Belief, Case Study, Collaboration Experience	25
EDL 661	Tort Tour, Facilities Audit, Budget Process, Legal Analysis, Collaborative Experience	30
EDL 662	Professional Development Plan, Focus Group, Marketing Plan, Collaborative Experience	35
EDL 663	School Improvement Plan, Instructional Practice Survey, Clinical Supervision	30
EDL 664	Action Research Proposal, Collaborative Experience	30
EDL 725	Internship- School Administrator	150
ETEC 620	10 hours direct teaching/observation	10
SPED 600	Classroom Observation	10
SPED 603	Observe and analyze employment options for individuals with disabilities	5
SPED 608	Case Study	20
SPED 612	Behavior Change Project	10

SPED 670	AT Observation and Evaluation	10
SPED 689	Observe team interactions and participate in simulations	10
SPED 663	Teach two lessons in different schools	5
SPED 682	Observe and participate in a variety of field-based settings	10
SPED 683	Develop and implement an integrated unit	10
SPED 685	Observe and practice strategies in E/I settings	10
SPED 688	Complete a child and family assessment portfolio	20
SPED 716	ED Internship	100
SPED 767	Families (EI)	10
SPED 770	SPED Capstone	As many as needed

APPENDIX H

FIELD EXPERIENCE FORMS

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

Form A: *Field-Based Teacher Experience Questionnaire*

- Submitted to the principal/assistant principal/site contact for distribution to his/her faculty for completion by the cooperating teacher;
- Emailed to jordan.ahrend@southeastern.edu or mailed to Ms. Jordan Kea Ahrend, Director; Office of Teacher Clinical Practice and Residency; SLU 10671; Hammond, LA 70402.
- Form A must be submitted to the Office of Teacher Clinical Practice and Residency **before** any field experience candidate can begin documentation.

Form B: *Field-Based Experiences Classroom Information*

- Completed with the cooperating teacher in the classroom for TCs to have access when visiting the classroom.
- Recommended to have this completed prior to the scheduled visit

Form C: *Candidate's Field-Based Experience Information*

- Completed by TCs.
- The TC will transfer information from the classroom information sheet (Form B) to Form C. This form will provide the information needed to enter data into PASS-PORT.

Form D: *Service Learning*

- Completed by TCs.
- The TC will complete Form D for Service Learning Activities. This form will provide the information needed to enter data into PASS-PORT.

**Southeastern Louisiana University
College of Education
Hammond, LA 70402**

Form A:CF
(Revised 8/13)

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

First Name: _____ Middle/ Maiden: _____

Last Name: _____ Gender: Male Female

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
- Asian or Pacific Islander

- Black, Non-Hispanic
- Foreign/Non-Resident Alien

- Hispanic
- Not Reported
- White, Non- Hispanic

Please check all that apply:

- State Certification

- National Board Certification

- Seeking National Board Cert.

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

- Type A
- Type B
- Type C

- Level 1 Professional Certification
- Level 2 Professional Certification
- Level 3 Professional Certification

- Practitioner Teacher
- Out of State Provisional Certification
- Out of Field Authorization to Teach
- Temporary Authority to Teach
- Temporary Employment Permit
- Ancillary Certification

Certification Areas: Please check/circle all that apply.

- Elementary Grades 1-8
- Elementary Grades 1-6
- Lower Elem. Grades 1-4
- Upper Elem. Grades 5-8
- Kindergarten
- Nursery School
- Early Interventionist
- English
- Math

- Vocational Agriculture
- Vocational Home Econ.
- Family & Cons. Science
- Physical Education
- Health & Physical Ed.
- Driver/Traffic Safety Ed.
- Aerospace Education
- French
- Spanish

- Mild/Moderate
- Severe/Profound
- Mentally Retarded
- Learning Disabled
- Academically Gifted
- School Librarian
- Media Specialist
- Guidance Counselor
- Counselor in Elem./Sec. Schools

- General Science
 - Biology
 - Chemistry
 - Physical Science
 - Social Studies
 - Instrumental Music
 - Art
 - Early Childhood Education Grades Pk-3
 - Middle School Grades 4-8
 - Other: _____
- Journalism
 - Speech
 - Bus/Office Ed.
 - Bus. Ed. Subjects
 - Coop. Office Ed.
 - Computer Literacy
 - Health Occupation
 - Educational Technology
 - English Second Language ESL
- Supervisor of Student Teaching
 - Reading Specialist
 - Principal (K-12)
 - Elementary School Principal
 - Secondary School Principal
 - Parish School Sup. Of Instruction
 - School Superintendent
 - Educational Leadership Level 1
 - Educational Leadership Level 2

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 Teacher Clinical Practice and Residency
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 jordan.ahrend@southeastern.edu or
 - b. mailed to: Ms. Jordan Ahrend, Director
Teacher Clinical Practice and Residency
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
College of Education
Hammond, Louisiana 70402

Form B
 (Revised 7/13)

*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
_____ 1 st	_____ 2 nd	_____ 3 rd
_____ 4 th	_____ 5 th	_____ 4 th
_____ 8 th	_____ 8.5	_____ 6 th
_____ 11 th	_____ 12 th	_____ 7 th
		_____ 9 th
		_____ 10 th

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	_____



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
_____ 1 st	_____ 3 rd	_____ 4 th
_____ 2 nd	_____ 5 th	_____ 6 th
_____ 4.5	_____ 8.5	_____ 7 th
_____ 8 th	_____ 9 th	_____ 10 th
_____ 11 th	_____ 12 th	

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 the 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

College of Education
Candidate Clinical Experience Request Form (E)

This form must be completed and emailed to each clinical site (school, tutoring center, etc.) individually. Do not send out mass emails to clinical sites.

Date: _____ (day request was sent) Name: _____

Phone #: _____ Southeastern email address: _____

Course name and number: _____ Faculty instructor/professor: _____

Purpose of guided observation or direct teaching:

Grade requested (be specific): _____ (1st preference) _____ (2nd preference)

Subject requested: _____ (1st preference) _____ (2nd preference)

Check: Regular Education
 Special Ed (check) inclusion self-contained resource gifted

Check: Guided Observation Only Direct Teaching (Tutoring) Both

The number of hours requested 1 hr 2 hr(s) 3 hr(s) 4hr(s) 5 hr(s) Other

***You may not request more than 5 hours at any one site unless it is a course requirement and you are instructed to do so by your instructor/professor.**

Deadline date of field assignment: _____

Requesting Single Visit: (This section is for visiting one time)

Potential dates & times requested. (Give specific dates and times i.e. Tues., Sept 7th 9-11 a.m.)

1. _____ (1st preference)

2. _____ (2nd preference)

3. _____ (3rd preference)

Requesting Multiple Visits: (This section is for scheduling multiple visits at one site)

How many visits are you requesting? Circle one: 1 2 3 4 5 6

Potential dates & times requested. (Give specific dates and times i.e. Tues., Sept 7th 9-11 a.m.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Cooperating teachers MUST have a valid Louisiana teaching certificate, 3 years of teaching experience, and must model best practices.