
FIELD EXPERIENCES HANDBOOK

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Preface

The Mississippi University for Women (MUW) *Field Experiences Handbook* is a result of collaboration among MUW, Columbus City, West Point City, Starkville City, and Lowndes County School Districts. The handbook serves as a guide for all parties involved in placement of teacher candidates for field experiences—teacher education candidates, university faculty, school district superintendents, principals and cooperating teachers.

Field experience is an essential component of the MUW Teacher Education program and is crucial to teacher training. It is imperative that teacher education candidates undergo apprenticeship in a variety of settings within public K-12 schools, prior to completion of the program. The field experiences have been designed and sequenced to develop the knowledge, skills and dispositions necessary for candidates to begin successful teaching careers. To maximize the learning experiences of teacher education candidates and K-12 students, the needs/expectations of MUW students and school district personnel were evaluated during development of this handbook. This handbook applies to all Teacher Education Field Experiences except Student Teaching (addressed in a separate handbook).

Members of the Education & Human Sciences Division of Mississippi University for Women sincerely appreciate the assistance and cooperation of K-12 schools, teachers, and administrators.

Table of Contents

| | |
|--|----|
| <i>Preface</i> | 1 |
| <i>General Information</i> | 3 |
| <i>Flowchart of Teacher Candidate Field Experiences</i> | 5 |
| <i>Elementary Education Field Experience Courses</i> | |
| ED 302* The Art & Science of Teaching | 6 |
| ED 305/310/312/334 The Block Experience | 7 |
| Teaching Mathematics, Social Studies, Science & Literature/Language Arts in the Elementary School | |
| ED 361 Introduction to Reading: Primary Materials & Methods | 9 |
| ED 362 Materials & Methods for Teaching Elementary Reading | 9 |
| <i>K-12/Secondary Education Field Experience Courses</i> | |
| ART 340 Materials & Methods for Art Education | 10 |
| BSB 313/PS 313 Materials & Methods of Teaching Science in the Secondary Schools | 10 |
| EDS 414/415 Practicum in Special Education | 11 |
| EN 410 Materials & Methods in Secondary English | 11 |
| FL 410 Materials & Methods of Secondary Language | 12 |
| HIS 410 Materials & Methods of Sec. Social Studies | 12 |
| FS 311 Communicating Family Studies | 13 |
| HK 151 Introduction to Teaching Physical Activity | 14 |
| HK 351 Materials & Methods of Teaching Physical Education & Health in the Elementary School | 14 |
| HK 370 Adapted Physical Education | 15 |
| HK 451 Instructional Methods in Physical Education | 15 |
| MA 319 Materials & Methods of Sec. Mathematics | 16 |
| MUS 320 Materials & Methods of Elementary & Secondary Music Education | 16 |
| <i>Graduate Education Field Experience Courses</i> | |
| ED 514 Professional Role of the Teacher | 17 |
| SPA 515 Practicum in Speech-Language Pathology | 17 |
| ED 548 Materials/Methods for Teaching Diverse Learners | 18 |

*** Required of all undergraduate (elementary, K-12 & secondary) teacher education majors.**

***General Information on
Field Experiences in Pre K-12 Schools***

MUW Personnel:

1. Placement of all teacher candidates for field experience in Pre K-12 schools must be coordinated through the Office of Field Experiences. Problems arising in placement will be addressed through this office.
2. All requests for placement of teacher candidates for field experience must be received by the Office of Field Experiences no later than the first Friday of the first week of the spring and fall semesters.
3. Requests will be compiled and sent to School District Offices no later than the end of the second week of the spring and fall semesters.
4. School districts will be asked to respond to requests by the end of the third week but no later than the middle of the fourth week of the spring and fall semesters. Because superintendents and/or assistant superintendents must coordinate with their school principals, a minimum of seven to ten days will be allowed for a response.
5. Teacher candidates will report to school districts for orientation on Friday of the fourth week of the spring and fall semesters or on a date/time designated by the School District. When placing 150-200 teacher candidates for field experiences, there is no optimal date/time when all the teacher candidates will be available to go to the schools for orientation. Therefore, some teacher candidates may have to miss a class or take time off from a job in order to attend the orientation.
6. Attempts will be made to assign teacher candidates who are taking more than one course that requires field experience to the same school/cooperating teacher for all field experiences in a given semester if the school district, principal and the cooperating teacher agree to this arrangement.
7. Requests for particular cooperating teachers will not become standard operating procedure, but will be done rarely. However, if a cooperating teacher proves to be a poor model/supervisor for a teacher education candidate, this office should be informed and will make sure our teacher candidates are not assigned to the particular cooperating teacher in future placements. Unless there is a problem, we will work with cooperating teachers who have been assigned by the District.
8. The Office of Field Experiences will telephone principals the day prior to teacher candidates reporting to remind them of the scheduled orientation.

School District Personnel will:

1. Work directly with the Office of Field Experiences on matters pertaining to placement of teacher candidates for field experiences.
2. Notify the Office of Field Experiences of student placement by the date indicated on the request. Included in the notification will be the names of cooperating teachers to whom teachers are assigned for field experience.
3. Coordinate a date when all teacher candidates will appear at the schools for orientations.
4. Work with the Office of Field Experiences and school principals to resolve issues dealing with cooperating teachers who prove to be poor models/supervisors for teacher education candidates.

Teacher Candidates will:

1. Report for orientation on the designated date and time and set up an appointment with the cooperating teacher.
- 2. Report to the principal's office each day to sign in and receive a pass or name tag. Teacher candidates will also sign out at the end of their day.**
3. Report promptly to the school and stay in the classroom the entire lab time.
4. Notify the school as soon as possible in the event of an absence. All absences must be made up at a later date.
5. Conduct him/herself in a professional manner with appropriate dress, professional courtesy, ethical behavior and attention to duties.
6. Have the time sheet initialed by the cooperating teacher each time the teacher candidate is in the classroom.
7. Provide paper/materials for projects/bulletin boards (if school provides materials, the project belongs to the school.)
8. Report immediately to the course instructor if any problems are encountered during a visit.

**FLOWCHART OF TEACHER CANDIDATE
FIELD EXPERIENCES**

**THE ART AND SCIENCE OF TEACHING
ED 302**

Field Experience: 30 hours in a classroom setting. Student must teach three lessons that will be approved and evaluated by the cooperating teacher.



**ELEMENTARY BLOCK
(ED 305, ED 310, ED 312, ED 334)**

Students spend a total of five weeks (80 hours) in one classroom. Students are required to teach several lessons which will be evaluated by the cooperating teacher and university supervisor. All lesson plans must be approved by the cooperating teacher and university supervisor.

OR

**SECONDARY/K-12 METHODS COURSES
(ART 340, BSB/PS 313, EDS 414/415, EN 410, FL 410, FS 311, HIS 410, HK 351, HK 451,
MA 319, MUS 320)**

Students must completed 10 hours of teaching the class, small groups or individual students in addition to any observing and assisting in other ways.



**STUDENT TEACHING
(ED 406, ED 407, ED 409)**

Students completed two seven week internship experiences in public school classrooms.

**OTHER FIELD EXPERIENCES
ED 361, ED 362, ED 514, ED 548, HK 151, HK 370, SPA 515)**

Some courses have a field experience component requiring students to work with individual students or small groups of students for a limited amount of time.

ED 302
The Art and Science of Teaching
(Professional Education course for elementary,
secondary and K-12 majors)

Teacher candidates enrolled in Ed 302 will spend a minimum of 30 clock hours in a public school classroom performing the tasks outlined below. The 30 hours will be completed over a 10-week period.

1. The teacher candidate will:

- (a) Design lesson plans.
- (b) Present lesson plans for review by cooperating teacher/university supervisor.
- (c) Prepare and teach a minimum of 3 lessons.**
- (d) Work with individual students/small groups.
- (e) Evaluate assessment tools used with students.
- (f) Construct, administer and analyze student survey/assessment tools.
- (g) Maintain a reflective journal.
- (h) Sign the time sheet provided on each visit.
- (i) Grade papers.
- (j) Create bulletin boards.

2. The teacher candidate **must** complete 30 hours of experience to receive credit.

3. The cooperating teacher will:

- (a) Sign the time sheet provided on each visit.
- (b) Work with the teacher candidate on designing lesson plans.
- (c) Permit the teacher candidate to teach a minimum of 3 lessons.**
- (d) Evaluate teacher candidate using the form provided by the university.
- (e) Return the evaluation form to the university via the teacher candidate (give to teacher candidate on last visit) in a sealed envelope.
- (f) Provide the teacher candidate with experiences with small groups and individual students.

The Block Experience
ED 305/310/312/334
Teaching Mathematics, Social Studies, Science and Literature/Language Arts in the
Elementary School

Teacher candidates enrolled in the Block will spend a minimum of 20 clock hours in public school classroom performing the tasks outlined below for each of the four courses in which they are enrolled (minimum of 80 hours for the Block courses). The 80 hours will be completed over a 10-week period. Block students will be assigned to first, second, third or fourth grade for field experience.

1. All MUW teacher candidates enrolled in the Block courses will complete a minimum of 20 hours of field experiences for each course. The teacher candidate is under the direct supervision of the cooperating teacher while he/she is in the classroom.
2. All experiences must be documented. The teacher candidate is responsible for getting the **time sheet** initialed by the cooperating teacher each time he/she is in the classroom.
3. Teacher candidates **are not** permitted to teach any lesson without a written lesson plan that has been approved by the cooperating teacher and a course instructor. All plans are **due prior** to the lesson being taught. The cooperating teacher will make suggestions and initial the **Lesson Plan Approval Form** so that the course instructor will know the cooperating teacher has seen the plan. The course instructor will also initial the lesson plan.
4. Any materials, books, media or equipment the teacher candidate needs for teaching purposes may be checked out from the school's Media Center, if this is permitted.
5. Teacher candidates will complete all of the assigned activities and lessons scheduled. Any suggestions the cooperating teacher cares to make in helping the teacher
(The Block Experience continued)

candidate select appropriate activities and topics would be appreciated. The **Informal Approval Form** sheet will be completed by the cooperating teacher for the first lessons the teacher candidate teaches. The **Lesson and Evaluation Form** is to be used for one final lesson taught during the unit. The cooperating teacher must submit these forms to the course instructor as evidence that the lessons were approved and taught.

6. The cooperating teacher will evaluate the teacher candidate's progress at the end of the semester. The Final **Evaluation Form** is included with the information packet provided to the cooperating teacher at the beginning of the semester. After completing this form, the cooperating teacher will discuss it with the teacher candidate and have him/her return it to the course instructor.
7. Types of experiences expected during the Block include: assisting the cooperating teacher in any way needed, observing the students and the teaching methods and procedures used by

(The Block Experience Continued)

the cooperating teacher, working with individual children or small groups, planning and teaching various kinds of lessons.

8. In some courses, teacher candidates are required to design and put up an interactive bulletin board; in others they are required to develop a learning center. Please complete the appropriate evaluation form for these requirements. The forms will be in the information packet provided to the cooperating teacher at the beginning of the semester.

Remember that the experiences should be progressive, from simple to more complex. All of the teacher candidates are not at the same level of experience. Some may be ready for more responsibility sooner than others. The cooperating teacher and the teacher candidate will be the judge.

Block teacher candidates will be assigned to and limited to three schools within the Golden Triangle area. The schools have been identified as:

Caledonia Elementary (1-4): Lowndes County
New Hope Elementary (1-4): Lowndes County
Church Hill Elementary (1-2) and
Southside Elementary (3-4): West Point

ED 361
Introduction to Reading: Primary Materials & Methods

*Teacher candidates enrolled in ED 361 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period. **The teacher candidates must be assigned to kindergarten, first, second or third grade for this experience.***

As part of the requirements for successfully completing this course, teacher candidates are required to spend 10 hours observing, conducting informal assessments and participating in reading instruction in the classroom. It is the responsibility of the teacher candidate to keep track of his/her hours. These hours will be regularly scheduled and completed during the hours for the course.

1. The teacher candidates will complete the following six (6) assignments during this semester:

- (a) Observe a reading/literacy/language lesson (1 hour).
- (b) Conduct an Emergent Reader assessment with a kindergarten-aged student (students will identify this student from family, friends or the school assigned.)
- (c) Plan and implement a read-aloud with a group of students.
- (d) Plan and implement a phonemic awareness or phonics lesson with a group of students based on the cooperating teachers' recommendations.
- (e) Plan and implement a comprehension lesson based on the cooperating teachers' recommendation.

2. Our student candidates are required to have a total of 10 hours of interaction with students (grades 1-3). The teacher candidates will ask the cooperating teacher to sign a time sheet verifying each visit with the child or classroom. This time sheet will be returned to the MUW instructor.

ED 362
Materials and Methods for Teaching Elementary Reading

Teacher candidates enrolled in ED 362 will spend an undetermined number of clock hours in an after-school program performing the tasks assigned in class. These teacher candidates will not be in the schools during regular instructional time. Their assignments will be to conduct a variety of informal assessments with individual students to determine the instructional needs of the students and to plan individualized reading instruction.

ART 340
Materials and Methods for Art Education

Teacher candidates enrolled in ART 340 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

1. Attendance:

- (a) Both the teacher candidate and the cooperating teacher will decide on a mutually agreeable schedule for field experience.
- (b) Teacher candidates will complete their assignments in a timely manner conducive to some flow of continuity.

2. Duties-the teacher candidate will:

- (a) Assist the cooperating teacher in the classroom working with individual students and small groups.
- (b) Help prepare materials and/or visuals for the student as requested by the cooperating teacher.
- (c) Create at least one lesson and be involved in instructional time in the classroom. The lesson will include motivation/creation/evaluation.
- (d) Complete a journal of his/her daily experiences.
- (e) **Be involved in teaching or assisting for a minimum of 10 hours.**

3. Specifics:

All teacher candidates participating in field experience will complete a time log and get the signature of the cooperating teacher on the log which will substantiate that the teacher candidate completed the required number of hours in field experience.

BSB 313/PS 313
Materials and Methods of Teaching Science in the Secondary Schools

Teacher candidates enrolled in BSB 313/PS 313 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

1. Teacher candidates will work a mutually agreeable time with the cooperating for the following experiences:

- (a) Observe and assist the teacher.
- (b) Be involved in lesson planning.
- (c) Teach lessons, or introduce and assist in laboratories.
- (d) **Be involved in actual teaching or lab assisting for a minimum of 10 hours.**

(BSB 313/PS 313 Continued)

2. Teacher candidates will spend at least one hour per week of ten weeks in field experience. However, to get the minimum of ten hours of direct contact with students, some weeks will require more than one visit.

3. The BSB 313/PS 313 instructor will visit and confer with the cooperating teacher regarding the teacher candidate's performance and progress. The cooperating teacher will be asked to write a short summary of the teacher candidate's performance at the completion of the final visit. However, if the cooperating teacher wishes to do this orally, that will be acceptable also.

4. Teacher candidates will turn in a summary sheet to the BSB/PS 313 instructor after each visit. This summary will give the time and date visited as well as the student activities in the classroom.

**EDS 414/415
Practicum in Special Education**

Teacher candidates enrolled in EDS 414/415 will spend a minimum of 144 clock hours (14.5 hours per week) in a public school classroom performing the tasks outlined below. The 144 hours will be completed over a 10-week period.

1. Teacher candidates and cooperating teachers will meet to discuss the following:

- (a) Timetable for teacher candidate participation in the resource room.
- (b) Which students and lessons will be targeted for assistance and/or instruction.
- (c) Timetable for review of lesson plans and lesson presentation.

2. The special education practicum (EDS 414/415) requires 14.5 clock hours per week for 10 weeks to be documented in a portfolio to include evidence of the following:

- (a) Observation and assistance.
- (b) Assessment of planning instruction and assessment of student progress.
- (c) **Direct instruction of 6 lessons** for individual students/small groups.
- (d) Observation of resource student(s) in regular education class.
- (e) Evaluation, modification or creation of teaching materials.
- (f) Description of class schedule and behavior management procedures.

**EN 410
Materials and Methods in Secondary English**

Teacher candidates enrolled in EN 410 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

The practicum field experience for English Methods is designed to allow teacher candidates the opportunity to work with certified, experienced English teachers in actual classroom situations.

(EN 410 Continued)

Each methods teacher candidate will spend ten (10) hours in classes at the secondary grade level (7-12). The assignments for this field experience will include professional activities such as assisting the teacher with group work, discussions, lesson planning, lesson development, etc as the cooperating teacher deems appropriate, and **teaching at least one daily lesson in its entirety**. Instructional time can include direct teaching, tutoring and working with small groups of students. In addition, the field experience requires two (2) hours of observation in one or two different classrooms within the same school system.

Teacher candidates will keep a journal of their experiences and a log of their attendance, which must be signed by the cooperating teacher for verification. At the end of the field experience, the cooperating teacher will be provided with an evaluation form to fill out regarding assessment of the teacher candidate's aptitude and capabilities.

**FL 410
Materials and Methods of Secondary Language**

Teacher candidates enrolled in FL 410 will spend 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

The practicum field experience for Secondary Language Methods is designed to allow teacher candidates the opportunity to work with certified foreign language teachers in a genuine classroom situation. It will also provide solid field experiences on the teaching of foreign language and culture. Each teacher candidate is required to spend a minimum of 10 teaching hours at the secondary grade level (7-12). In addition, the field experience should include professional activities such as assisting the teacher with group work, discussions, lesson planning, lesson development, etc. as deemed appropriated by the cooperating teacher. Instructional time can include direct teaching, tutoring or working with small groups of students. In addition, the field experience requires 2 hours of observation in one or two different classrooms within the same school system.

Teacher candidates are required to keep a journal of their experiences, and at the end of their experience, the cooperating teacher will be provided with an evaluation form to fill out regarding assessment of the teacher candidate's aptitude and capabilities.

**HIS 410
Materials and Methods of Secondary Social Studies**

Teacher candidates enrolled in HIS 410 will spend a minimum of 10 clock hours in public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

During the initial visit, teacher candidates will establish a mutually agreeable visiting time frame with their cooperating teachers.

(HIS 410 Continued)

Teacher candidates in HIS 410 are required to have **a minimum of 10 hours of instruction time in the classroom, beyond the necessary observation time prior to instruction.** Instructional time can include direct teaching, tutoring or working with small groups of students.

Teacher candidates will take a letter from the HIS 4110 Methods Instructor to their cooperating teachers. This letter gives examples of instructional time that can include direct teaching, tutoring, helping student with assigned work or projects or any other teaching interaction deemed appropriate by the cooperating teacher. Teacher candidates are also required to teach a minimum of one full lesson during their field experiences, and a copy of the lesson is to be turned in to the HIS 410 instructor. Teacher candidates will also give their cooperating teachers a Teacher Evaluation check sheet for assessing the teacher candidate's teaching performance.

In addition to the above requirements, HIS 410 teacher candidates will also submit to the HIS 410 instructor a cooperating teacher-signed log of their activities and hours in the classroom, as well as a reflective journal of their teaching experiences.

**FS 311
Communicating Family Studies**

Teacher candidates enrolled in FS 311 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

The practicum field experience for Family Studies Methods is designed to allow teacher candidates the opportunity to work with certified, experienced Family Studies teachers in actual classroom situations. Each methods teacher candidate will spend ten (10) hours in classes at the secondary grade level (7-12). The assignments for this field experience will include professional activities such as assisting the teacher with group work, discussions, lesson planning, lesson development, etc as the cooperating teacher deems appropriate, and **teaching at least three lessons in their entirety.** Instructional time can include direct teaching, tutoring and working with small groups of students. In addition, the field experience requires two (2) hours of observation in one or two different classrooms within the same school system.

Teacher candidates will keep a journal of their experiences and a log of their attendance, which must be signed by the cooperating teacher for verification. At the end of the field experience, the cooperating teacher will be provided with an evaluation form to fill out regarding assessment of the teacher candidate's aptitude and capabilities.

HK 151
Introduction to Teaching Physical Activity

Teacher candidates enrolled in HK 151 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

1. Teacher candidates will work out a mutually agreeable time with the cooperating teacher to observe a minimum of 10 hours.
2. The teacher candidates will:
 - (a) Spend a minimum of one per week in the field experience.
 - (b) Keep a reflective journal of each day's activities.
 - (c) Use systematic observation instruments to analyze content of lessons and cooperating teachers' management of student with behavioral problems.

HK 351
Materials and Methods of Teaching Physical Education and Health in the Elementary School

Teacher candidates enrolled in HK 351 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

1. HK 351 teacher candidates will be assigned in three rotational groups to Cook, Franklin and Fairview Elementary schools for their field experience.

2. Teacher candidates will work out a mutually agreeable time with the cooperating teacher for the following experiences:
 - (a) Observe and assist the teacher.
 - (b) Be involved in lesson planning.
 - (c) Observe a minimum of 10 hours.
 - (d) Assist and team teach a minimum of 10 hours.**
3. Teacher candidates should spend a minimum of one hour per week in the field experience.
4. The teacher candidates will keep a reflective journal of each day's activities.
5. The HK 351 instructor will visit and confer with the cooperating teacher regarding the student's performance and progress. The cooperating teacher will be asked for a written or verbal summary of the student's performance at the completion of the final visit.

HK 370
Adapted Physical Education

Teacher candidates enrolled in HK 370 will spend a minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

1. Teacher candidates will work out a mutually agreeable time with the cooperating teacher for the following experiences:

- (a) Observe and assist the teacher.
- (b) Be involved in lesson planning.
- (c) Observe a minimum of 10 hours.

2. The teacher candidates will:

- (a) Spend a minimum of one hour per week in the field experience.
- (b) Keep a reflective journal of each day's activities.

3. The HK 370 instructor will visit and confer with the cooperating teacher regarding the teacher candidate's performance at the completion of the final visit.

HK 451
Instructional Methods in Physical Education

Teacher candidates enrolled in HK 451 will spend a minimum of 20 clock hours in a public school classroom performing the tasks outlined below. The 20 hours will be completed over a 10 week period.

1. Teacher candidates will work out a mutually agreeable time with the cooperating teacher for the following experiences:

- (a) Observe and assist the teacher.
- (b) Be involved in lesson planning.
- (c) Observe/assist a minimum of 20 hours.
- (d) Team teaches a minimum of 10 hours.**

2. The teacher candidates will:

- (a) Spend a minimum of two hours per week in the field experience.
- (b) Keep a reflective journal of each day's activities.
- (c) Use systematic observation instruments to analyze content and management of teachers.

3. The HK 451 instructor will visit and confer with the cooperating teacher regarding the teacher candidate's performance at the completion of the final visit.

MA 319
Materials and Methods of Secondary Math

Teacher candidates enrolled in MA 319 will spend of minimum of 10 clock hours in a public school classroom performing the tasks outlined below. The 10 hours will be completed over a 10-week period.

1. **Teacher candidates will have 10 hours of full classroom teaching experience.** The cooperating teacher may help determine how long the student should observe the class before the lessons is taught. Teacher candidates may tutor single students, but this will not count towards the 10 required hours of classroom teaching experience. Teacher candidate may grade papers, but this will not count toward the 10 required hours of classroom teaching experience. Teacher candidates should observe, assist teachers, and then teach lessons.
2. Teacher candidates will give their cooperating teacher a Teaching Evaluation check sheet for assessing the teacher candidate's teaching performance. The completed and signed check sheet will be returned to the university supervisor.

MUS 320
Materials and Methods of Elementary and Secondary Music Education

Teacher candidates enrolled in MUS 302 will spend a minimum of 10 clock hours in two public school classrooms. The 10 hours will be completed over a 10-week period.

Each teacher candidate enrolled in MUS 320 will be assigned to a cooperating school. The MUS 320 instructor and cooperating teacher will evaluate the teacher candidate's work after each visit.

Objective:

The field experience is designed to give teacher candidates enrolled in MUS 320 observation experience with cooperating teachers.

Required Activities:

The teacher candidate will spend a minimum of 10 hours observing classes, small groups and/or individual students in the classroom.

The teacher candidate will:

- (a) Observe the teacher.
- (b) Complete a journal of their daily experiences.

ED 514
Professional Role of the Teacher

Graduate student enrolled in ED 514 will spend a minimum of 10 clock hours in a public school classroom. The 10 hours will be completed over a 10-week period.

Graduate students in the Master of Arts in Teaching (MAT) program are those who have already completed a degree in an area outside the teaching field who wish to teach in Mississippi secondary schools. They are obtaining the course work, knowledge base and field experiences needed to become successful secondary teachers. They will earn AA licensure upon completion of the 36-hour program.

During their 10 hours, ED 514 graduate students will observe in the school, talk with teachers, attend one faculty meeting and examine the faculty and student handbooks. They will also analyze the mission, values, structure, environments and systems with their respective schools. Upon completion of these 10 hours, ED 514 graduate students are responsible for completing a written study of their school and school climate.

SPA 515
Practicum in Speech-Language Pathology

Students enrolled SPA 515 will spend a minimum of 50 clock hours in a public school classroom performing the tasks outlined below. The 50 hours will be completed over a 13-week period.

Students are assigned to public school sites by the Graduate Practicum Coordinator with approval through and by the Director of Field Experiences. Students are allowed to list three preferences for affiliate site placement. While every effort is made to honor placement requests, there is no guarantee that the student will be assigned to any of the three choices.

SPA 515 students, affiliate site supervisors, and the Graduate Practicum Coordinator will determine a mutually agreeable work schedule for the semester. Students are required to be present a minimum of three days per week and must follow the supervisor's regular work schedule each day. Additionally, student clinicians are required to follow the holiday schedule of the school to which they are assigned.

SPA 515 students will gradually assume the full teaching/clinical responsibilities of the site supervisor. They will observe, assist the clinician, plan and conduct therapy, prepare necessary therapy materials, write IEPs, participate in IEP meetings, evaluate students for services, etc.

Affiliate site supervisors are required to observe a minimum of 50% of each diagnostic evaluation. At least 25% of the student's total contact time with each client in clinical treatment must be observed by the clinical supervisor. These are minimum requirements and may be adjusted upwards as necessary.

Affiliate site supervisors evaluated student clinicians at mid-term and again at the end of the therapy term. This evaluation counts as 70% of the student's grade.

ED 548
Materials and Methods for Teaching Diverse Learners

Students enrolled in ED 548 are pursuing a Master of Education degree in Differentiated Instruction of the Master of Arts in Teaching. These students will be working with students in general education classrooms testing a variety of instructional strategies and resources that will be effective with students who have cognitive, linguistic, cultural, affective and behavioral differences.