

University of South Alabama Field Experience Proposal

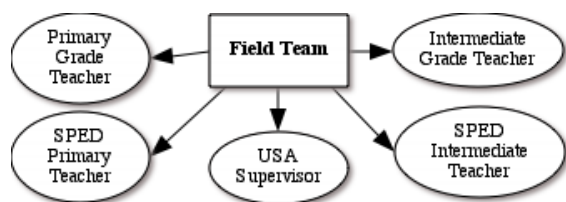
Goal. Elementary Education Undergraduate Students and Special Education Undergraduate Students will graduate with certifications in Elementary Education and Special Education Collaborative K-6. Field experiences must be an integral part of the program. College faculty, K-6 classroom teachers, and K-6 special educators will mentor all candidates using a team-centered approach. Field experience requirements will be highly coordinated to ensure that each candidate is provided strong and consistent support in a variety of diverse settings that meet all ALSDE requirements for multiple certifications.

Overview of Field Hours

Semester	Foundations	Methods 1	Methods 2	Opening/Closing School Experience	Student Teaching	Total Hours
Field Hrs	20 hours	150 hours	150 hours	87 hours	450 hours	857 hrs

Pre-Candidacy. Prior to candidacy, undergraduate students will complete varied field assignments, observing in a range of educational settings and schools. These field experiences will be foundational, providing students with an overview of the workings of schools and schools systems, as well as opportunities for multi-cultural experiences. There will be *a minimum of 20 hours* working with school-aged children (6- to 12 year olds) in group settings.

Methods through Student Teaching. Teacher education candidates will be involved in a Title I,



Professional Development School type setting. For this three-semester experience, candidates will be assigned to a team, consisting of the following members: 1) a university faculty member, 2) a primary grades (K-3) teacher ; 3) an intermediate grades (4-6) teacher , 4) a special education teacher servicing K-3, and 5) a special education teacher servicing an

intermediate grade classroom. *At a minimum, one K-6 team member will hold a master's degree.*

During the Methods I and Methods II block, at least 110 hours will be spent in a regular education classroom collaborative teaching with a special educator. At least 40 hours will be spent in special education, which may include time spend in self-contained classrooms and/or visits to other sites.

During for **student teaching semester**, *while working collaboratively with the regular education and special education teacher, the candidates will complete **two internships during the semester**, one in regular education and one in special education for a total of 450 hours. Ten consecutive solo days will be completed in the regular education classroom and ten solo days will be completed in special education.* Again, the same level of mentoring and supervision will be provided to the candidate.

In addition, the candidates will engage in a two week opening school experience consisting of 80 hours, and a closing school seminar experience consisting of 7 hours.

Partner Schools. Fifteen schools have been identified to implement this model. During the summer 2010, the principals of the partner schools worked with University faculty in a weeklong planning meeting review the Field Experiences model and to refine the roles and responsibilities of the candidates, teachers, school administrators, and University supervisors. During the fall semester, University faculty members will be paired with the partner schools. The Methods 1 coursework and field experiences will begin spring semester, 2011.