



School of Education

Field Experience Handbook

Office of Professional Experiences

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Mission Statements

The School of Education's mission is:

- To offer courses and educational experiences to prepare undergraduate students to assume positions as teachers.
- To offer courses, educational experiences and guidance in preparing graduate students to assume instructional, counseling, supervisory, administrative, research and support positions in a range of educational environments (P-20).
- To engage in and disseminate research and scholarship to improve instructional processes and outcomes.

The Office of Professional Experiences' mission is:

- To ensure high quality clinical experiences that prepare candidates to assume positions as educators for all Louisiana communities;
- To develop, promote, and sustain partnerships to improve candidate preparation; and
- To collect, analyze, and disseminate data for the purposes of continuous program improvement.

The School of Education recommends initial licensure for candidates in 22 teacher education programs housed in 5 colleges, 3 schools, and 9 departments across LSU's campus. The Office of Professional Experiences (OPE) works with program coordinators in the College of Agriculture, College of Sciences, College of Humanities and Social Sciences, School of Education, School of Kinesiology, and the School of Music. The Office of Professional Experiences is responsible for the placement of teacher candidates in student teaching, residency, and field experiences.

OPE serves Program Coordinators assisting in the collection, analysis, and dissemination of data for Specialized Professional Association (SPA) National Recognition, part of the accreditation process. OPE satisfies its mission by placing candidates with excellent teachers, collecting data for the purposes of program improvement, and providing reports to on- and off-campus partners. The Office of Professional Experiences works for all teacher preparation units on campus and the Teacher Education Council to implement improvements.

The Office of Professional Experiences coordinates the assignment of university supervisors to function as the liaison between mentor teachers and OPE. Mentor teachers are considered an important extension of the personnel in teacher preparation. They are specialists who work closely with the teacher candidates in their development of becoming professionals. When concerns arise, it is the mentor teacher who will be the first person to become aware of the issue.

The Office of Professional Experiences plays a vital role in developing and sustaining the partnerships with its other off-campus partners. This is done by communicating regularly and being responsive to the needs of the partner schools and districts.

Approved by the Teacher Education Council - June 14, 2018

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Field Experience Handbook

Introduction

The purpose of this handbook is to describe the required components of field experiences in teacher education programs at Louisiana State University. It is intended as a guide for candidates, instructors, and mentor teachers. It covers the following topics – placements, required hours; activities; professional dispositions for candidates; teacher candidate responsibilities; dress code; and school rules and protocol.

This handbook is maintained by the Office of Professional Experiences in the School of Education.

Responsibilities of the teacher candidate

Teacher candidates are responsible for being prepared to participate in a profession. This is done by developing the identified dispositions. Candidates are responsible for communicating with the LSU instructor and the mentor teacher to establish a regular schedule to observe, participate, and develop teaching skills. Candidates are required to have lessons prepared with enough time that the mentor teacher may review it and request changes prior to the teaching of the lesson.

When in a K-12 school, teacher candidates are guest observers, guest participants, and guest teachers. They are expected to have a professional demeanor which adds to the learning environment. This includes all observable behavior.

Candidates carefully self-evaluate the effectiveness of learning experiences. This may be done by conversations with the mentor teacher, the LSU instructor, or by viewing and reflecting about a recording of the teaching experience.

Placements

Assignments to schools are referred to as placements. Conditions considered for making placements include the qualifications and qualities of the mentor teacher. To ensure that candidates experience a diversity of students and school environments placements are made at different schools. The typical placement experience for a candidate will be two different schools during the junior-year and one school during the senior year for most programs. This is due to many educator preparation programs moving to a yearlong residency.

A candidate **will not be placed** for student teaching or residency at school in which they have previously conducted field experiences.

Required Hours

Field experiences are essential to the LSU education programs. They provide teacher candidates the opportunity to experience a variety of academic settings. The Louisiana Department of Education recommends that all candidates complete a minimum of 180 hours of field experience prior to student teaching (LDE. Bulletin 996).

Candidates must obtain a minimum of forty-five hours of field experience per semester for the four semesters prior to student teaching. All field experience hours must be recorded electronically and approved by the mentor teacher. The candidate is responsible for recording the hours electronically through the OPE and a physical copy with the mentor teacher's signature to verify the hours must be submitted to the Office of Professional Experiences at the conclusion of each semester (Appendix A).

The Office of Professional Experiences will arrange field placements for teacher candidates. Candidates must complete an information form and submit it to the Office of Professional Experiences at the beginning of each semester (Appendix B). Placements are in middle and high school classrooms in area schools (K-12 programs, such as French, may include elementary grades as well.) A candidate will be assigned either to a single teacher or to a combination of teachers at the same school. Candidates are encouraged to leave ample time for field placements in their LSU course schedules, keeping in mind travel time to the field site and the times of the typical public-school day (7:30 a.m. – 2:30 p.m.). Academic calendars for area school districts may be accessed online.

LSU instructors will inform the candidates of the number of hours that may be used toward acceptable activities outside the regular classroom. The Office of Professional Experiences recommends the hours in Table 1.

Table 1
Recommended Field Experience Hours

	Observation/ Participation	hours	Teaching	hours	Teaching	hours
2000's	Observation/ tutoring	24	Individual or small group teaching	12	Teaching lessons	9
3000's	Observation/ tutoring	18	Individual or small group teaching	14	Teaching lessons	13
4000's	Observation/ tutoring	9	Teaching lessons	17	Teaching full period	19

Activities may vary by degree program. Varied experiences will allow each candidate to assume increasingly more instructional responsibility with students. The experiences prepare the candidates for student teaching. Field experiences consist of three components: **observation, participation, and teaching**. Each one is described below.

Observing is defined as watching and recording impressions of teaching methods/practices used in an educational setting involving a teaching-learning situation. Areas for observation include not only the assigned placements, but also other classes and related areas/activities in the assigned school *and* in other schools (outside observations).

Participating is any phase of a teacher's responsibilities except direct teaching. Activities identified as "participation" are those in which the candidate is not directly responsible for instruction. Examples include assisting students during independent practice, facilitating a group of students in a discussion, helping individual students on projects, or computer-based work. Planning with the teacher or others, attending professional meetings (cohort and seminar), and attendance at conferences must be delineated as participation. Candidates may count hours from the time they arrive at school until the time they leave or the teacher leaves, whichever comes first.

Teaching is when the candidate is directly responsible for instruction. The assumption is that when one is "teaching" he or she is expected to have and follow a lesson plan, the candidate's plan or that of the teacher. Although the ultimate goal is for each candidate to assume full responsibility for classroom instruction (planning, instructing, disciplining, evaluating), teaching is not restricted solely to a full-class setting. A variety of approaches to teaching will allow the candidate to assume full responsibility.

Different approaches the candidate could employ include the following:

- Whole class instruction
- Small group instruction
- Individual instruction or tutoring (paid after-school tutoring CANNOT be included in the teaching log)
- Team teaching with the mentor teacher and/or a peer
- Situations in which the candidate is directly responsible for leading/guiding/facilitating students during independent practice, individual projects, or computer-based work

Recommended Activities

The following list of activities are completed by the field experience candidate during a semester. The candidate is expected to establish a mutually-convenient, regular schedule with the mentor teacher. The schedule should permit the candidate to extend and refine the competencies necessary to becoming a successful educator. The candidate is to coordinate all activities with the mentor teacher. A consent form (Appendix C) is required if a video recording will be made of the candidate teaching a lesson.

Weeks One - Four

- Observe – focused observations assigned by LSU instructor
- Review lesson plans/dialogue with mentor teacher
- Assist/complete classroom tasks per mentor's request

Weeks Five - Eight

- One-on-one with struggling student (e.g., 504, advanced, EL, special education)
- Plan with teacher activities for struggling students
- Track student's progress
 - Note those who always participate/those who do not
 - Determine the reason why: Shy? Disinterested? Unable? Unprepared? Struggling?

- Create intervention/differentiation
- Evaluate student work - per mentor permission
- Teach mini lesson
 - Create lesson plan
 - Review and revise with mentor
 - Teach lesson

Weeks Nine - Thirteen

- Small group instruction
- Implementation of intervention plan
- Reflection: What does student work product tell you?
- Teach mini lesson
 - Create lesson plan
 - Review and revise with mentor
 - Teach lesson
 - VIDEO lesson (Appendix C)
 - Answer reflection questions and submit to LSU instructor
 - Provide anecdotal notes

During the semester

- The candidate must introduce them self to administrators, front office staff, etc.
- The candidate must attend or shadow one department meeting, duty, professional learning community, professional development, or team meeting.
- The candidate begins developing their portfolio.
- The candidate writes first drafts of teaching philosophy.

Teacher Education Programs Professional Dispositions Policy

Teacher candidates contribute to the creation of a positive and effective environment with their peers, teachers, school administration, and university instructors in the field and clinical placements, as well as their coursework. Candidates who function in pre-service teaching roles are expected to develop appropriate competencies, knowledge, and dispositions necessary as effective educators.

Louisiana State University teacher education programs define professional dispositions as the attitudes, ethics, and principles demonstrated through actions, behaviors, and communication as teacher education candidates interact with students, their families, peers, colleagues, and communities.

Teacher education faculty will assist pre-service teacher candidates in recognizing and developing professional dispositions appropriate for specific content/curricular areas, various grade levels, and differing school settings, configurations, and communities. Faculty and cooperating teachers will assess pre-service teacher candidate dispositions as candidates advance through their respective teacher preparation program. The pre-service teacher candidate's dispositions assessment will be reviewed by the appropriate program faculty and must be approved as a

requirement for admission into student teaching. While minor disposition deficiencies can and should be addressed by faculty and cooperating teachers; serious issues, or inappropriate dispositions that persist after an initial consultation, should be addressed through due process that will direct and assist pre-service teacher candidates in ameliorating these issues.

Planning and Instruction

The pre-service teacher candidate demonstrates the belief that all students can learn by designing and implementing lessons that reflect the needs and interests of the students while meeting the specific content standards for their grade level and /or discipline-specific area.

- *Preparation:* The pre-service teacher candidate comes prepared for all lessons with material ready to go and lesson plans thorough and reviewed prior to teaching.
- *Knowledge:* The pre-service teacher candidate demonstrates content and pedagogical knowledge about the subject area.
- *Flexibility:* The pre-service teacher candidate constantly critiques his or her instructional decisions and adapts the lesson as needed, based on student need.
- *Inclusiveness:* The pre-service teacher candidate appreciates and capitalizes upon student diversity.
- *Facilitator:* The pre-service teacher candidate uses flexible grouping and encourages students to take responsibility for their learning.
- *Creativity:* The pre-service teacher candidate exhibits creative thinking and nurtures and supports creativity in the classroom.

Learning Environment and Management

The pre-service teacher candidate creates a nurturing classroom atmosphere and establishes boundaries so all students feel safe to take risks.

- *Classroom Management:* The pre-service teacher candidate displays appropriate classroom management skills, planning for and effectively managing time and student engagement.
- *Respect:* The pre-service teacher candidate develops a rapport with the students and creates an environment of mutual respect.
- *Acceptance:* The pre-service teacher candidate is sensitive to individual differences and promotes understanding of students' varied cultural traditions and learning strengths and needs.
- *Fairness:* The pre-service teacher candidate treats all children fairly and promotes fairness in students' interactions with others.

Communication

The pre-service teacher candidate interacts and communicates in a positive and professional manner with students, peers, teachers, university faculty, parents, and other school personnel.

- *Oral Communication:* The pre-service teacher candidate is articulate, personable, and animated with few grammatical errors in his or her speech.
- *Written Communication:* The pre-service teacher candidate clearly organizes and communicates ideas in writing with few spelling, usage, or grammatical errors.

Professionalism

The pre-service teacher candidate demonstrates respect for and dedication to the profession by maintaining a professional appearance and demeanor and dependably and reliably performing the responsibilities of a teacher in the culture of the school.

- *Appearance:* The pre-service teacher candidate is professional in grooming and dress and does not cause a distraction in the learning environment.
- *Demeanor:* The pre-service teacher candidate is professional and congenial in interactions with students, peers, teachers, parents, and others.
- *Attendance:* The pre-service teacher candidate is reliable and punctual in attendance.
- *Participation:* The pre-service teacher candidate actively participates in classroom and school responsibilities and functions.
- *Collaboration:* The pre-service teacher candidate engages in thoughtful collaboration with peers, teachers, and other school personnel.
- *Work Ethic:* The pre-service teacher candidate thoroughly and accurately completes tasks/assignments in a timely manner.

Professional Growth

The pre-service teacher candidate demonstrates a focus on personal growth and improvement by reflecting critically upon his or her own practices and by accepting and applying constructive criticism.

- *Initiative:* The pre-service teacher candidate displays readiness and ability to take initiative in the classroom in planning lessons, working with students, handling student issues, and providing assistance when necessary.
- *Reflective Practitioner:* The pre-service teacher candidate regularly examines his or her classroom practices and reflects critically on what can be improved or modified.
- *Open-mindedness:* The pre-service teacher candidate consistently accepts and utilizes constructive criticism from cooperating teachers and university faculty and supervisors.
- *Adaptability:* The pre-service teacher candidate demonstrates the ability to adapt to all aspects of school culture and to change and acclimate to changing responsibilities, materials, and schedules.

[The complete document may be accessed at Louisiana State University Teacher Education Programs Professional Dispositions.](#)

University Partnerships

Partnerships are an essential component of continuously improving teacher education programs at Louisiana State University (LSU). Schools and districts assist in the development of instruments, evaluations, selection of mentor teachers, on-going decision making, and the curriculum. One of the ways in which this is demonstrated is the memorandum of understanding. LSU has agreements with: Ascension, Baker School District, Central Community School District, East Baton Rouge, East Feliciana, Iberville, Livingston, Point Coupee, St. Charles, St. Tammany, West Baton Rouge, West Feliciana, Zachary Community Schools, and Impact Charter.

School Rules and Protocol

It is considered unprofessional for a candidate to arrive in a classroom for an observation unannounced. The only exception is at the University Laboratory School, but an appointment is strongly recommended.

- Introduce yourself by Mr., Mrs., or Ms. *Surname* to students. This is how students should refer to you.
- **Do not** chew gum in the school and do not bring drinks or snacks into the school, except with permission of the classroom teacher and/or principal.
- **Do not** bring anything illegal into the school (weapons, drugs).
- If you are carrying a cell phone in your bag, be sure it is turned off or set to silent while you are on school grounds. **Do not** check it while you are in the classroom; no matter how discreet you think you're being, students are bound to notice, and this will set a very bad example.
- Verify with the school staff where to park on the campus.
- Most schools require that you sign in a volunteer log, and some schools require that you wear visitor badges. Find out what the school requires and abide by these regulations.
- Exchange contact information with the mentor teacher. Teachers often do not have access to e-mail or phones during the school day, so ask about the best way to communicate.
- Attend scheduled site visits. If an absence is unavoidable, notify the mentor teacher as soon as possible.
- Tell the students how long you will be at the school and prepare them for your departure before you leave.
- Avoid one-on-one situations with a student from the main area of activity.
- Respect the privacy of the students. Limit questions to content.
- Respect the student's boundaries. Refrain from displays of affection. Do not assume familiarity with the student.
- Limit conversations to content and related topics. Avoid sensitive subjects. Some students express a natural curiosity about boyfriends and girlfriends, personal relationships and even sexual activity. Your private life, should remain private.
- Respect the confidentiality of everyone with whom you work.
- Give your host teacher a handwritten note thanking them for allowing you to spend time in their classroom.
- Expect that parents or students will view your social media information.
- **Do not** give out personal information like phone numbers or addresses to students.

Dress Code

Schools in the Greater Baton Rouge Area have strict dress codes. Most require student uniforms. As a visitor to a public school and a representative of LSU, dress suitably. Appearance is a disposition which must be demonstrated in order to complete the education preparation program. Present yourself in a professional and respectful manner. A school official will ask you to leave if attire is distracting to the learning environment. The best policy is always to ask your mentor teacher and follow their lead. As a matter of safety, closed-toed shoes with backs are required.

Education is a professional field requiring educators to dress appropriately. When visiting schools as a teacher candidate, the dress is business casual or professional.

APPENDIX B: Candidate Information Form

All teacher candidates must complete an information form and submit it to the Office of Professional Experiences at the beginning of each semester. Please print clearly in blue ink.

Date: _____

Course: _____

Name: _____

Address: _____

Home Phone: () _____

Cell Phone: () _____

LSU Email: _____

Other Email: _____

EMERGENCY CONTACT INFO:

Name (relationship): _____

Phone Number(s): _____

APPENDIX C: Consent to use image(s) and recordings



School of Education

CONSENT TO USE IMAGE(S) AND RECORDINGS

I (parent/legal guardian's first and last name) _____ authorize the Louisiana State University Teacher Candidate to photograph and conduct audio/video recordings of my child, (child's first and last name) _____, for use in educational portfolios, materials, and assignments related to coursework required by the teacher preparation program.

By signing this document, I consent to the use of these images, audio, and video in a manner consistent with the above reasons. I understand the use of these images, audio, and video will be for educational purposes only.

Child in Photograph(s) and/or Recordings
(Printed Name)

Parent/Legal Guardian of Child
(Printed Name)

Parent/Legal Guardian of Child
(Signature)

Date of Signature

*If you have any concerns or questions related to the use of any image(s) and/or recordings,

contact the LSU Office of Field Experiences at ope@lsu.edu or by calling 225 578-2557.