



# Education Program

## Field Experience Handbook



Department of Education  
Shannon Hall, 4<sup>th</sup> floor

Academic Year 2016-2017



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## **Preface**

The Department of Education at the Lebanese American University (**LAU**) appreciates the willingness of the professional Cooperating Teachers (**CT**) who open their classroom doors, share their students and expertise with LAU's student teachers. Your contributions are essential to the success of each individual who enters the teaching profession. May this experience enrich both our institutions and tighten our professional relationships in the field of education.

In order to assist our cooperating schools this year, the department faculty has contributed to the development of this Field Experience Handbook (FEH) that outlines guidelines, policies, and procedures for all experiences in preschool, elementary, middle, or secondary school settings. This handbook offers student teachers, cooperating teachers, school principals, and university course instructors with detailed information regarding each of their respective roles in order to successfully meet program requirements and to strictly adhere to school experiences regulations.

Should you have comments, questions, and/or suggestions regarding the experiences or expectations, please direct them to the Department's Chairperson, **Dr. Mona Nabhani** via email at [mnabhani@lau.edu.lb](mailto:mnabhani@lau.edu.lb) or with the Practicum Officer **Mrs. Viviane Yedalian** via email [viviane.yedalian@lau.edu.lb](mailto:viviane.yedalian@lau.edu.lb) or at 01-786456 Ext. 1915.

**Please Note:** Each student teacher, about to start field experiences at any level in the schools, have been provided a copy of this document and can not start reporting unless they have read and signed the "Acknowledgment of Experience Information" form to remain on file with the department.

## Important University Personnel

Calling the university from the outside, please follow the instructions below:

**Land Line:** Dial one of the numbers 01-786456 / 786464 / 03-791314 followed by the extension

**Cellular Line:** Calling from an MTC Touch line, you may dial 1314 followed immediately by a four-digit LAU extension to skip the automated response.

Name	Location	Extension	Specialty	Email Address
<b>Department Faculty Phone Numbers</b>				
Dr. Rima Bahous	Shannon Hall, room 4009	1116	TESOL, TEFL, Language Arts	<a href="mailto:rbahous@lau.edu.lb">rbahous@lau.edu.lb</a>
Dr. Garene Kaloustian	Shannon Hall, room 4008	1265	Early Childhood Education	<a href="mailto:garene.kaloustian@lau.edu.lb">garene.kaloustian@lau.edu.lb</a>
Dr. Mona Majdalani	Shannon Hall, room 4007	1520	Mathematics Education	<a href="mailto:mmajdalani@lau.edu.lb">mmajdalani@lau.edu.lb</a>
Dr. Mona Nabhani ( <i>Chair</i> )	Shannon Hall, room 4003	1266	Management	<a href="mailto:mnabhani@lau.edu.lb">mnabhani@lau.edu.lb</a>
Dr. Iman Osta	Nicol Hall	1287	Mathematics Education	<a href="mailto:iman.osta@lau.edu.lb">iman.osta@lau.edu.lb</a>
<b>Field Experience Office</b>				
Mrs. Viviane Yedalian	Shannon Hall, room 4006	1915	Practicum Officer	<a href="mailto:viviane.yedalian@lau.edu.lb">viviane.yedalian@lau.edu.lb</a>
<b>University's Administration's Phone Numbers</b>				
Mrs. Dina Noueiri	Shannon Hall, room 4006	1648	Education Department's Administrative Assistant	<a href="mailto:dina.noueiry@lau.edu.lb">dina.noueiry@lau.edu.lb</a>
Education Department	Shannon Hall, room 4006	1648		<a href="mailto:education.department@lau.edu.lb">education.department@lau.edu.lb</a>
Admissions Office	Irwin 1 <sup>st</sup> floor	1301		<a href="mailto:admissions.beirut@lau.edu.lb">admissions.beirut@lau.edu.lb</a>
Business Office Cashier	Irwin GF	1205		<a href="mailto:bo.beirut@lau.edu.lb">bo.beirut@lau.edu.lb</a>
Financial Aid	Faculty Apt.	1415		<a href="mailto:finaid.beirut@lau.edu.lb">finaid.beirut@lau.edu.lb</a>
Guidance Office	Nicol GF	1156		<a href="mailto:guidance.beirut@lau.edu.lb">guidance.beirut@lau.edu.lb</a>
Dean of Students	Irwin 5 <sup>th</sup> floor	1404		<a href="mailto:ssdean.beirut@lau.edu.lb">ssdean.beirut@lau.edu.lb</a>
Registrar's Office	Irwin GF	1312		<a href="mailto:registrar@lau.edu.lb">registrar@lau.edu.lb</a>

## **Introduction**

Field experiences in schools are a fundamental component of teacher education programs. It is the culmination of coursework and experiences reflecting theory and observations that need to be implemented into effective practice. The Department of Education at the Lebanese American University (LAU) collaborates with schools throughout Lebanon to provide all student teachers with field experiences to help develop their knowledge, skills, and attitudes. It is the department's intent and commitment to provide positive experiences to all our student teachers while also enriching the classrooms and schools in which we work.

## **Program Description**

Student teachers in the Education Program at LAU are required to complete several field experiences. There are three different phases which are developmental in nature and sequential to allow the student teachers to build upon previous experiences and to develop their own professional repertoire. These field experiences extend over a full academic year (two semesters). During the first semester, most students but not all (dependent upon program) complete the observation and assistantship phases in their respective area of emphasis; then upon successful completion of the first semester experience(s), all student teachers complete their practice teaching in the second semester once again in their area of emphasis. Therefore each student is carefully placed with a cooperating teacher in their area of emphasis. They will attend 3-4 sessions per week of the general or subject-specific classes. The Cooperating Teacher in consultation with the University Course Instructor is responsible for the assessment of the experience.

## **Field Experiences Description**

### First Phase: Classroom Observation (Practicum I)

The objective of this first phase (min. of 60 hours) is for the student teacher to observe professional educators with varying skills and teaching styles, and become acquainted with the classroom environment. Such study of methods of instruction broadens the student teacher's perspective about classroom instruction and management. As part of their course assignments, the student teachers will have to complete observation forms whose aim is to focus their attention on particular aspects of the teaching and learning process. In addition, they will have to present written reports, reflecting on (but definitely NOT evaluating) some of the methods or approaches observed. Lesson planning conceptualization begins at this stage with the long form (see Appendix B).

### Second Phase: Methods/Subject Matter Courses

Once the student teachers have established themselves with the students and the cooperating teacher as an integral part of the classroom, and once they are deemed ready to take on more responsibilities, the cooperating teacher should begin to actively delegate some of the classroom activities. The student teacher begins then to assume tasks agreed upon in collaboration with the cooperating teacher, and under his/her supervision. They may include a wide variety of possible tasks ranging from taking attendance, to supervising classroom work, to monitoring group work, to supervising individualized learning, and organizing cooperative learning activities. It also can include such tasks as planning and teaching a few mini-lessons in each of the content areas (Math, Science, English, Social Studies, Art Education), assisting in classroom management, preparing bulletin boards and materials, correcting various tests,

planning activities and games, etc. Lesson planning development at this stage will maintain the use of the long form.

Continued observation, coupled with the implementation of some teaching assistantship tasks allow the student teacher to discover a preferred style of his/her own. The more diverse and varied the experiences are, the broader and richer the student teacher's repertoire becomes.

### Third Phase: Practice Teaching (Practicum II)

The primary objective of the Practice Teaching phase (min. of 60 hours) is to provide student teachers the opportunity to acquire teaching competence with professional educators. In order to continue in a practice teaching experience, the student teacher should have successfully completed and satisfactorily performed on at least 60 hours of field experience work in local schools. After a full semester of observation (Practicum I) and/or assistantship to the classroom teacher (Methods/Subject Matter Courses), the successful student teachers proceed to complete their last experience (Practicum II). The extent of actual involvement and the assumption of full class responsibilities rest upon the mutual agreement of the student teacher, the cooperating teacher, and the university course instructor. The student teacher should experience the role of a teacher by assuming responsibility for most, if not all, instructional tasks for at least one full week (minimum 5 days). These tasks should include but not necessarily be limited to planning and carrying out teaching experiences, possibly observing in classes of various age level and content areas, maintaining records such as attendance, inventories, carrying out various routine school functions, such as playground supervision, attending workshops, experiencing parent teacher meetings, and locating and using sources of complementary materials. Lesson planning development at this stage can move to the short form. (Appendix C)

### **Length of Experiences**

The three phases of field experiences; the "Classroom Observation", the "Methods/Subject Matter Courses", and the "Practice Teaching" require a minimum of **60** hours of field work each.

Typically, although not always the norm, student teachers enroll in both the "Classroom Observation" and the "Methods/Subject Matter Courses" during the same semester for a minimum total of 120 hours of field work. When that is the case and while we can not specifically delineate the number of weeks spent at each of those phases, we leave it to the professional discretion of the cooperating teacher to gradually advance the student teacher into the second phase midway through the semester or sooner if appropriate. Ideally, all experiences should be spread over the entire semester.

## **LAU's Vision**

The Vision of the Lebanese American University is driven by its mission and values. The Vision for LAU will be carried out through:

- Providing access to a superior education for diverse undergraduate and graduate students and lifelong learners
- Attracting and retaining distinguished faculty who excel in teaching, research and community service
- Enrolling and retaining academically qualified and diverse students;
- Embracing liberal arts in all curricula
- Creating opportunities for rigorous research and the dissemination of knowledge
- Developing a close-knit community that excels academically, is intellectually stimulating, and is religiously, ethnically and socio-economically diverse
- Attracting and retaining a highly qualified staff committed to excellence in service
- Fostering collaboration across the University in teaching, learning, research and service
- Developing world citizens with a deep sense of civic engagement
- Promoting the values of peace, democracy and justice.

## **Department of Education Mission**

The mission of the Undergraduate Education Program at LAU is to prepare professional educators with the awareness of and respect for learners' diversity, able to work collaboratively with others with the commitment to research-based practice and continuous personal and professional development. In particular, graduates of the program will excel in the use of technology in teaching and ability to support students' learning in a non-native language.

## **Educational Objectives**

The Education Program aims to prepare teachers who demonstrate:

A. *Relevant Knowledge* - This includes:

- Depth and breadth in the subject matter knowledge
- General pedagogical knowledge
- Specific pedagogical content knowledge
- An awareness of professional standards
- An awareness of developmentally appropriate practice (in early childhood education)
- An awareness of the national curriculum

B. *Practical Skills*

- Diverse approaches to instruction
- Effective classroom management strategies.
- Motivational strategies.
- Strategies to promote higher-level thinking.
- Guidance and discipline methods.

C. *Appropriate Attitude*

- Readiness to develop authentic relationships with students.
- Readiness to establish a democratic and socially just, learning environment.
- Readiness to reflect on one's practice, and continuous learning.



## **Key Persons and their Respective Roles**

Several individuals play a significant role in the success of a field experience. To ensure that an experience is successful, it is critical that each person involved knows the scope of their role and responsibilities. Below you will find an identification of the main individuals involved and a description of their roles.

### **The Cooperating Teacher (CT)**

The cooperating teacher is the main source of inspiration for a student teacher in general. They have a greater impact on a student teacher's performance and personal development than any other person including the university faculty. The cooperating teacher has a tremendous influence on the professional attitudes of the student teacher.

The cooperating teacher also plays a very important role in supporting the education program since field work is an essential component of it. Without their continued supportive role, the profession could no longer be maintained and perpetuated.

During the different experience phases, the cooperating teacher is kindly requested to:

- Prepare the students for the student teacher's arrival, and integrate the student teacher in the classroom life
- Familiarize the student teacher with: the building, the staff, the policies, the methods of keeping attendance, the grading procedures, the classroom management procedures, etc.
- Familiarize the student-teacher to the books used, the benchmarks of the grade level, the weekly breakdown of the units, some of the previously taught lesson plans, etc.
- Model best practice so student teachers may observe knowledgeable and experienced teachers
- Involve the student teacher in carrying out the required tasks, and kindly document student teacher's attendance by signing the corresponding experience forms (**Attendance Register** for Observation and "**Practice Teaching Activities**" Practice Teaching)
- Provide opportunities for the student teacher to engage in various experiences
- Check the student teacher's lesson plans regularly
- Discuss relevant concerns and needs regularly with the student teacher
- Hold conferences with the student teacher to select topics for the mini-lessons, and also to give feedback for her/his performance
- Guide student teachers as they reflect upon each experience and develop their own teaching styles
- ***When problems occur, inform the University Course Instructor and Practicum Officer immediately***
- Provide opportunities to the student teacher to take on responsibilities and where appropriate, be in complete charge of the classroom. (Practice Teaching only)
- Share his/her own evaluation of the student teacher's performance with the university course instructor, and openly discuss strengths and weaknesses
- ***Document thoroughly any violation*** of school policy or professionalism, as well as ***unsatisfactory progress*** in classroom instruction and management

## **The Student Teacher (ST)**

The following are the general responsibilities of student teachers during the three phases. Student teachers are expected to:

- Contact the assigned cooperating teacher as soon as their placement is known
- Set their experience schedule and follow it consistently. Cooperating teachers will need to rely on student teachers, and the students will be expecting them. The student teacher is now **ACCOUNTABLE**
- Recognize that they are a guest in the classroom and in the school
- Make these experiences a top priority for the year. **NO** more **EXCUSES**
- Follow the school calendar and the daily routine of the cooperating teacher (arrive and leave when scheduled and participate in all of the activities during that time including playground supervision, hallway monitoring, etc.)
- Maintain confidentiality rights of students and remain discrete with any confidential information
- Plan lessons consistent with the principles learned in their education courses. Confer with the cooperating teacher about proposed plans allowing for sufficient time to make suggested revisions
- Solicit suggestions and feedback on how to improve their teaching skills
- Accept feedback in a professional manner
- Implement suggestions offered and share ideas. This is a collaborative team effort.
- Inform the cooperating teacher, as well as the school and their university course instructor about any illness as soon as possible and especially if missing a day of school is unavoidable. Student teachers who have an illness lasting more than a day or two will need to make up those days
- Meet in a weekly seminar with the university course instructor and fellow student teachers to share observations and help one another with suggestions.

Before any of the experiences begin, the student teacher must already have

- Completed and submitted a **Request for Placement** form to the Field Experience Coordinator
- Signed the **Professionalism and Confidentiality Agreement** form
- Read the **Field Experience Handbook** and signed the form accepting its content.

## **The University Course Instructor (UCI)**

The university course instructor acts as an evaluator of the professional and personal growth of the student teacher. The major tasks of the university course instructor are to:

- Act as a liaison between the participating schools and LAU's Department of Education
- Provide guidance and support to the cooperating teacher in assuming his/her role
- Maintain direct communication with all persons involved in the field experience
- Advise the student teacher concerning individual responsibilities and obligations
- Make a minimum of one supervisory visit during the practice teaching experience; additional observations as needed

- Maintain effective conference procedure with the student teacher, cooperating teacher and occasionally with the principal
- Provide specific, constructive and objective feedback to the student teacher following the supervisory visit
- Serve as a resource throughout the student teacher's experience
- Review the student teachers' reflective journal occasionally
- Document thoroughly any violation of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management
- Alert the Field Experience Coordinator of potential problems that may affect the student teacher's success as early as possible
- Assign a grade for the student teacher after conferring with the cooperating teacher

### **The Field Experience Officer (FEO)**

The Field Experience Officer serves as the liaison between the university and the schools regarding all field experiences. The role of the Field Experience Coordinator is to:

- Recruit cooperating teachers annually from local schools that have agreed to be partners in providing field experiences at their sites
- Screen student teachers' records to assure eligibility for specific experiences
- Arrange experiences through the local principals or their designee's and upon their recommendations for cooperating teachers
- Provide clear and accurate placement information and reports to faculty, schools, and students
- Elicit feedback from University Course Instructors on further recruiting cooperating teachers
- Elicit and distribute assessment information on students
- Orient student teachers to the placement process prior to the actual experience
- Send and collect paperwork for remuneration to cooperating teachers

**NOTE: Under NO circumstances, are the students to take on the task of finding their own placement or inquiring directly with any school principal or teachers regarding a placement.**

Cooperating teachers, principals, and school administrators are encouraged to refer questions and comments to the Field Experience Officer. One of our objectives is to establish positive and continuing communication with schools with respect to field experiences. We want to ensure that our students are making positive contributions wherever they are placed.

### **The School Principals (SP) and/or Building Administrators (BA)**

School principals and or building administrators and/or their designees are critical in the process. The following responsibilities are suggested:

- Work directly with the Field Experience Coordinator to ensure a smooth and beneficial collaboration

- Encourage and recommend qualified cooperating teachers to participate in the Education program
- Welcome the student teachers to their respective building and interpret the school policies to them
- Possibly provide additional assessments to the student teachers and grant them a mock interview (optional)
- Support the developing relationship between the cooperating teacher and student teacher

## **Policies and Procedures**

### **Application Procedure and Priority for Assignments**

All applicants for a field experience assignment are required to complete an application form and submit it to the Field Experience Officer early in the semester preceding the experience. The students are given a choice of three cooperating school listings in order of preference. The student teachers should not interpret these preferences of school choices as a guarantee that a request will be fulfilled. Considerations shall be given to school choice based on availability and specific criteria required by the respective schools. When feasible, consideration will be given to those applicants who have obligations of a critical nature to support a need for their first choice school, provided meritorious justification is presented at the time of application.

**Note:** Late requests will be assigned according to availability of openings.

### **Calendar**

Student teachers are expected to adhere to the calendar of the school to which they have been assigned and to which they agreed. This includes holidays. Additionally, they are expected to stick to the arrival and dismissal times agreed upon with the cooperating teacher's in accordance with their class schedule. If the school dates do not coincide with those of the university, the student teachers must stay with the school calendar, **NOT** LAU's calendar. Attendance at faculty meetings, professional days, etc. is expected during the Practice Teaching semester upon request/invitation from your cooperating teacher. ***Cooperating Teachers are kindly requested to consult the university calendar for questions relative to midterm and finals schedules.*** The university calendar is appended for your consideration (Appendix I).

### **Absences**

Regular attendance at your placement sites is **mandatory** and is a criterion used in the final course evaluation. Excessive tardiness or absences for any reason may result in the dismissal from the placement. In case of personal illness or a death in the immediate family, the student teacher must contact both the cooperating teacher **and** the university course instructor via email as early as possible the day of the absence.

An "**Important Contact Information**" form is provided so all of the important phone numbers needed are at your finger tips.

During the Practice Teaching semester and in the case of an absence, student teachers are responsible for supplying the cooperating teacher with the written lesson plans and materials for lessons they were scheduled to teach the day of their absence. Personal doctors' appointments should be made at a time when the least amount of time is missed from your placement and should be approved by the cooperating teacher **prior** to the absence.

Cooperating teachers are kindly asked to notify the assigned university course instructor when students have been missing days. The cooperating teacher and university course instructor will determine if additional time at the placement is required. Students who breach the attendance regulations must withdraw from the course; otherwise, the course grade will be recorded as "F". It is the student teacher's sole responsibility to drop the course and will be directed to do so by the Department's Chairperson .

### **Attire**

Student teachers placed in any of the schools are not only representing themselves but also representing LAU's Department of Education and should therefore dress with taste and appropriateness which includes first and foremost proper hygiene. Remember that first impressions are long lasting and that you will soon be on the look-out for positions in schools. Please refer to the "The Three D's: A Guide to Professional Conduct in School Settings for Future Teachers" brochure for additional details on the code of conduct on school premises. Remember, each school may have additional policies.

### **Cell Phone Use**

The personal use of cell phones by student teachers on school premises is formally prohibited. Cell phones must be **turned off** and stored in the student teacher's car, purse, or book bag. In the case of personal emergencies, the school receptionist will gladly take a message and forward it to you in your classroom provided you notify them.

### **Confidential and Privileged Information**

Student teachers are exposed to various sources of confidential and privileged information, including student records, school and classroom problems, and possibly faculty and parent-teacher meetings. Public disclosure of confidential information is a violation of human rights and a breach of professional ethics. It is extremely important that all privileged information be handled with honor and respect. **All** student teachers will have a signed "**Professionalism and Confidentiality Agreement**" form on file and will thus be bound to the ethical handling of this type of information.

### **Performance**

During any of the experiences, you must have a lesson planned for every lesson you are asked to teach. You should start out writing full, detailed lesson plans. The intent is for you to think carefully and thoroughly through the development of those lessons. The written plans must be submitted to your cooperating teacher a minimum of seventy two hours prior to implementation to allow the cooperating teacher to provide feedback, and allow yourself time to revise them if needed. Once the lessons are taught, student teachers are expected to reflect on their practice and document those reflections on the lesson plan form. When the

cooperating teacher and university course instructor decide that it is appropriate, you will be permitted to write shorter plans.

### **Recommended Lesson Plan Format**

There are suggested lesson plan formats to be used by the student teachers for planning purposes. Those are appended in the back of this handbook. Other forms may be used when considered more appropriate. However, anytime the student teacher is being formally evaluated by the university course instructor or the cooperating teacher the suggested format must be presented.

### **Evaluation**

The Department of Education believes that evaluation of student teachers should be collaborative, with the student teacher, the cooperating teacher, and the college course instructor all contributing to the process. It is also developmental and thus the forms reflect the expectations at each of the different phases.

### **Relationship with Students or Parents**

Student teachers should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students without the presence of the cooperating teacher. The student teacher should be considered a professional not a "friend." No babysitting and no tutoring are allowed in certain schools.

### **Dismissal from Experience**

The LAU's Department of Education is in a collaborative relationship for its Education program with the Cooperating Schools. Occasionally, there are circumstances that warrant the dismissal of the student teacher from any one of the three experiences. The department recognizes the right of the cooperating school to take such action when it is deemed necessary. The experience may be terminated by the School Principal, University Course Instructor, or Department's Chair. The individual who flags the concern is kindly requested to call the Department of Education as soon as they see a potential problem of any kind. **Please Do Not Wait!** Often we can help resolve a situation if we are aware of concerns early. All issues or problems that arise with a student teacher should be directed by the cooperating teacher(s) to the university course instructor; likewise, issues or problems encountered by the student teacher should be brought to the attention of the university course instructor. It is the responsibility of the university course instructor to mediate any such conflicts. Issues may be brought to the attention of the Department Chair by the University Course Instructor if necessary.

There are specific reasons and procedures that should be taken into consideration by all parties involved when that should happen.

### **Reasons for Dismissal**

- Illness, injury, or other unforeseen problem and by mutual consent and agreement for dismissal by the student teacher, cooperating teacher/ school, and university course instructor.
- Failure by the student teacher to establish and maintain a satisfactory performance level in classroom instruction and management.

- Failure by the student teacher to abide by the policies of the cooperating school.
- Unprofessional conduct towards school personnel and/or students.

### **Procedures for Dismissal**

Dismissal of the assignment of a student teacher for any of the reasons previously stated should follow these procedures in a sequential manner:

- Inform the student teacher of any unsatisfactory performance and thus impending removal, done through a written evaluation from both the cooperating teacher and the university course instructor, during a three-way conference. OR from the cooperating teacher and the school principal.

Solid written documentation is presented by both the university course instructor/school principal and the cooperating teacher.

Note: A student teacher may not be dismissed for minor or undocumented problems.

- Initiate a formal “Remediation Contract” when it is clear that the student teacher does not follow through with prescribed verbal and written suggestions for improvement. This form is to be initiated by the university course instructor and cooperating teacher and presented to the student teacher. This contract shall be signed by the student teacher, the cooperating teacher, and the university course instructor with a copy submitted to the Department of Education Chair for the student’s file.
- Confer after one-week of the remediation start date to assess progress. All three parties; the student teacher, the cooperating teacher, and the university course instructor meet to evaluate growth. If the progress is deemed unacceptable the student is removed and asked to meet with the Department Chair.

A student who has been removed from a Practice Teaching semester placement may appeal that decision using the identified University appeal procedures.

### **Appeal Procedure**

Due to extenuating circumstances a student may submit a petition to the proper council appealing the implementation of any of the rules and regulations contained herein (Chapter XIII)

If the decision entered by the council is adverse, and he/she believes that he/she may be subjected to hardship because of such a decision, an appeal may be submitted by the student to the University Executive Council for a final determination on the matter.

If the student teacher wishes to contest the decision to terminate the assignment, specific procedures must be followed.

- The student teacher must submit a written appeal to the Department of Education’s Chair within three (3) days from the date notified of the dismissal.
- The Department of Education’s Chair will convene a panel to process the appeal. The panel will consist of the Department Chair and at least one of the following:
  - University Course Instructor
  - Faculty member from the student teacher’s program of study
- The committee will review the case consisting of written evaluations, growth and remediation contracts, written documentation of student teacher infractions, the procedures followed by the university course instructor and cooperating teacher and the appeal letter from the student.

- The committee will vote to accept or reject the appeal. The Department of Education's Chair will meet with the student to inform her/him of the decision and recommendation of the committee. A written copy of the decision will be given to the student teacher and the Dean of the College.
- The Department of Education's Field Experience Office will be responsible for administering all follow-up actions determined by the committee.

### **Compensation**

Honoraria are extended to cooperating teachers who host student teachers. Those are to be considered a small token of appreciation and recognition for services rendered to the teaching profession. The cash stipends are paid directly to the cooperating teachers through the University Business Office. The forms to be completed and illustrating the process for remuneration to be issued will be mailed directly to the cooperating teachers with their packet of information. The sooner the Field Experience Officer receives the required information, the faster the processing. We sincerely appreciate the cooperating teachers' support.

### **Special Requests**

The Department's Chair asks that you do not make a special request for your practice teaching experience unless you have an extreme case. If you feel you must make a special request, we will try our best to meet them all. If we cannot meet your request, the Department's Chair calls you to brainstorm other options.

### **Resume**

All student teachers are to prepare a credential file to include a resume prior to their experiences being confirmed. Some school administrators/ principals and/or their designees are screening applicants prior to accepting them for placements. Student teachers will hand these in to the FEO and as soon as this person is informed of the screenings, those will be forwarded to the respective schools. For student teachers in their Practice Teaching semester, a credential file can be handed to the cooperating teacher to serve as a means of introduction.



## **Appendices**

- A. Definition of Terms
- B. Lesson Plan Template Mini-Lesson (Practice Teaching stage)
- C. Sample Resume Format
- D. Observation Report
- E. Lesson Observation
- F. Practice Teaching and Internship Weekly Seminar Report
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## A. Definition of Terms

**Cooperating Teacher** (CT) serves as a teacher educator, resource person, role model, and critic. At the same time, however, the cooperating teacher bears primary responsibility to his or her students. Their learning must be a top priority at all times. During student teaching, the cooperating teacher, in consultation with the university supervisor, is responsible for providing the student teacher with the best possible learning experiences

**Field Experience Officer** (FEO) is responsible for the placement of student teachers into their assignments. She works closely with the School Coordinator or Principal Designee to make certain that each student teacher is appropriately placed.

**Student Teacher** (ST) is a university student enrolled in an education program and completing any one or more of the field experiences.

**University Course Instructor** (UCI) also known as the Content Supervisor) is also a teacher educator. They will observe the student teacher during the Practice Teaching semester a number of times. They evaluate the student teacher in consultation with the cooperating teacher. However, it is the university course instructor who assigns the final course grade that the student teacher receives as that individual is the instructor of record for the experience the student teacher is registered for at the university.

## B. Lesson Plan Template: Mini-Lesson

**Name:**

**Date:**

**Grade Level:**

**Subject:**

**Title of Activity:**

**Time Needed:**

**Ref. N° of activity:**

**Materials Needed:**

**Instructional Objective(s):** *(What students will know and be able to do at the end of lesson)*

**Procedure:** *(Include Introduction, Development and Closure)*

**Assessment:** *(Evidence that objectives were met)*

**Reflection/Self-Evaluation:**

## C. Sample Resume Format

My Name  
My address: 123, ZZZ Street  
Beirut, LB, 01234  
My Tel: (123) 456 789

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### Objective

To put in self developed expertise to a challenging educator position

### Education

**Lebanese American University**, Beirut, LB.

**Degree:** Bachelor of (Arts or Science),

**Program:** Early Childhood Education

Emphasis in Mathematics and Science Education

Teaching Diploma

**Graduation:** Anticipated: 20XX

### Teaching Experience

**Fourth Grade Teacher**, Sunshine Elementary School, Beirut, LB. **200X to 200Y**

- Developed curricula and lesson plans and instructed in Mathematics, Science, and Language Arts
- Participated in parent-teacher conferences, advising parents on child's progress and how best to reinforce education

### Other Experience Related to Teaching

**Assistant Teacher**, Raindrops Elementary School, Beirut, LB. **200X to 200Y**

- Worked as an assistant educator for the age group of three to five.
- Assist in the implementation of Special Programs for students and help monitor their progress.

### Other Work Related Experience

**Sales Clerk/Cashier**, XYZ stores, Beirut LB. **200X to present**

- Full-time summers and part-time through the year
- Responsible for cashing out and verifying receipts.
- Train and supervise part-time employees and new hires.
- Conduct vendor inventories on a regular basis to facilitate timely and efficient ordering and purchasing.
- Assist in opening and closing operations.

### References

List a couple of names of people that know you well.

Provide contact information of their choosing such as telephone numbers, emails, etc.

(Make sure to ask the individuals before listing their names so they are aware and also make sure you have their names correctly spelled along with appropriate title.)

## D. Observation Report

**Name:** \_\_\_\_\_ **Cooperating Teacher:** \_\_\_\_\_  
**Observed Class:** \_\_\_\_\_ **Grade level:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_  
**Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Important note:**

Remember that the purpose of your observation is **NOT** to evaluate the cooperating teacher but to reflect on and learn from his/her experience in order to become a good teacher yourself.

The following items should be addressed in a descriptive, **objective style**

### **Physical Atmosphere of Classroom**

### **Teacher's Appearance**

### **Voice**

### **Self-Confidence**

### **Choice of Vocabulary**

### **Mastery of Subject Matter**

### **Variation of Instructional Method**

### **Teaching Aids**

### **Use of Boards**

**Time Management**

**Questioning Techniques**

**Goals Achievement**

**Individual Practice**

**Motivation**

**Classroom Participation**

**Ratio of Student/Teacher Talk**

**Classroom Management Style**

**Other Comments:**

## **E. Lesson Observation**

Use this handout to help you observe a lesson. After the lesson has finished, jot down the thoughts and ideas you acquired in regard to the following questions:

1. What kind of lesson is it? What are the main learning outcomes? How do you know?
2. How does the teacher introduce the lesson? What strategies were used?
3. How does the teacher communicate with the class? In what ways do the students communicate with each other?
4. What strategies does the teacher use to get the students' attention and keep them on task?
5. What strategies does the teacher use to assess students' understanding?
6. What resources, books, or materials does the teacher use?

## F. Practice Teaching Weekly Seminar Report

**Name:**

**Date:**

This past week I have had an opportunity to examine ideas about education and teaching.

1. One idea related to education I heard or read about and which was totally new to me was:

2. One idea in particular I thought a great deal about and agree with is: (give a specific example)

3. One idea I experienced and about which I still have some questions or reservations is:

4. This week, the most important experience for me in the classroom was:

5. This week, the most stimulating experience for the students in the classroom seemed to be:

6. One area in which I feel I am consistently improving is:

7. One area I still need to continue work on is:



**G. Documentation of Practice Teaching Activities**

**Student- Teacher:** \_\_\_\_\_ **Cooperating Teacher:** \_\_\_\_\_

**Class Level:** \_\_\_\_\_ **School:** \_\_\_\_\_

*Directions:* Please assist us in maintaining the integrity of our program by documenting our student teacher’s attendance and participation and by signing this form.

<b>Date</b>	<b>Preparation of materials</b>	<b>Test construction</b>	<b>Test correction</b>	<b>Test grading</b>	<b>Homework correction</b>	<b>Mini-teaching</b>	<b>Full-period teaching</b>	<b>Other</b>	<b>Coop. Teacher’s Signature</b>

**Additional Comments:**

## H. University Calendar:

### Fall Semester 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 29 <sup>th</sup> Classes begin	August 30 <sup>th</sup>	August 31 <sup>st</sup>	September 1 <sup>st</sup>	September 2 <sup>nd</sup>	
September 5 <sup>th</sup>	September 6 <sup>th</sup>	September 7 <sup>th</sup>	September 8 <sup>th</sup>	September 9 <sup>th</sup>	
<b>September 12<sup>th</sup> Adha Holiday</b>	<b>September 13<sup>th</sup> Adha Holiday</b>	September 14 <sup>th</sup>	September 15 <sup>th</sup>	September 16 <sup>th</sup>	
September 19 <sup>th</sup>	September 20 <sup>th</sup>	September 21 <sup>st</sup>	September 22 <sup>nd</sup>	September 23 <sup>rd</sup>	
September 26 <sup>th</sup>	September 27 <sup>th</sup>	September 28 <sup>th</sup>	September 29 <sup>th</sup>	September 30 <sup>th</sup>	
October 3 <sup>rd</sup>	October 4 <sup>th</sup>	October 5 <sup>th</sup>	October 6 <sup>th</sup>	October 7 <sup>th</sup>	
October 10 <sup>th</sup>	<b>October 11<sup>th</sup> Ashoura</b>	October 12 <sup>th</sup>	October 13 <sup>th</sup>	October 14 <sup>th</sup>	
October 17 <sup>th</sup>	October 18 <sup>th</sup>	October 19 <sup>th</sup>	October 20 <sup>th</sup>	October 21 <sup>st</sup>	
October 24 <sup>th</sup>	October 25 <sup>th</sup>	October 26 <sup>th</sup>	October 27 <sup>th</sup>	October 28 <sup>th</sup>	
October 31 <sup>st</sup>	November 1 <sup>st</sup>	November 2 <sup>nd</sup>	November 3 <sup>rd</sup>	November 4 <sup>th</sup>	
November 7 <sup>th</sup>	November 8 <sup>th</sup>	November 9 <sup>th</sup>	November 10 <sup>th</sup>	November 11 <sup>th</sup>	
November 14 <sup>th</sup>	November 15 <sup>th</sup>	November 16 <sup>th</sup>	November 17 <sup>th</sup>	November 18 <sup>th</sup>	
November 21 <sup>st</sup>	<b>November 22<sup>nd</sup> Independence Day</b>	November 23 <sup>rd</sup>	November 24 <sup>th</sup>	November 25 <sup>th</sup>	
November 28 <sup>th</sup>	November 29 <sup>th</sup>	November 30 <sup>th</sup>	December 1 <sup>st</sup>	December 2 <sup>nd</sup>	
December 5 <sup>th</sup>	December 6 <sup>th</sup>	December 7 <sup>th</sup>	<b>December 8<sup>th</sup> Classes end</b>	December 9 <sup>th</sup>	
<b>December 12<sup>th</sup> Final Exams</b>	<b>December 13<sup>th</sup> Final Exams</b>	<b>December 14<sup>th</sup> Final Exams</b>	<b>December 15<sup>th</sup> Final Exams</b>	<b>December 16<sup>th</sup> Final Exams</b>	
<b>December 19<sup>th</sup> Final Exams</b>	<b>December 20<sup>th</sup> Final Exams</b>	<b>December 21<sup>st</sup> Final Exams</b>	<b>December 22<sup>nd</sup></b>	<b>December 23<sup>rd</sup></b>	

## University Calendar:

### Spring Semester 2017

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January 16 <sup>th</sup> Spring 2016 classes begin	January 17 <sup>th</sup>	January 18 <sup>th</sup>	January 19 <sup>th</sup>	January 20 <sup>th</sup>	
January 23 <sup>rd</sup>	January 24 <sup>th</sup>	January 25 <sup>th</sup>	January 26 <sup>th</sup>	January 27 <sup>th</sup>	
January 30 <sup>th</sup>	January 31 <sup>st</sup>	February 1 <sup>st</sup>	February 2 <sup>nd</sup>	February 3 <sup>rd</sup>	
February 6 <sup>th</sup>	February 7 <sup>th</sup>	February 8 <sup>th</sup>	<b>February 9<sup>th</sup></b> <b>St. Maroun's Day</b>	February 10 <sup>th</sup>	
February 13 <sup>th</sup>	February 14 <sup>th</sup>	February 15 <sup>th</sup>	February 16 <sup>th</sup>	February 17 <sup>th</sup>	
February 20 <sup>th</sup>	February 21 <sup>st</sup>	February 22 <sup>nd</sup>	February 23 <sup>rd</sup>	February 24 <sup>th</sup>	
February 27 <sup>th</sup>	February 28 <sup>th</sup>	March 1 <sup>st</sup>	March 2 <sup>nd</sup>	March 3 <sup>rd</sup>	
March 6 <sup>th</sup>	March 7 <sup>th</sup>	March 8 <sup>th</sup>	March 9 <sup>th</sup>	March 10 <sup>th</sup>	
March 13 <sup>th</sup>	March 14 <sup>th</sup>	March 15 <sup>th</sup>	March 16 <sup>th</sup>	March 17 <sup>th</sup>	
March 20 <sup>th</sup>	March 21 <sup>st</sup>	March 22 <sup>nd</sup>	March 23 <sup>rd</sup>	March 24 <sup>th</sup>	
March 27 <sup>th</sup>	March 28 <sup>th</sup>	March 29 <sup>th</sup>	March 30 <sup>th</sup>	March 31 <sup>st</sup>	
April 3 <sup>rd</sup>	April 4 <sup>th</sup>	April 5 <sup>th</sup>	April 6 <sup>th</sup>	April 7 <sup>th</sup>	
April 10 <sup>th</sup>	April 11 <sup>th</sup>	April 12 <sup>th</sup>	April 13 <sup>th</sup>	<b>April 14<sup>th</sup></b> <b>Easter Vacation</b>	
<b>April 17<sup>th</sup></b> <b>Easter Vacation</b>	April 18 <sup>th</sup>	April 19 <sup>th</sup>	April 20 <sup>th</sup>	April 21 <sup>st</sup>	
April 24 <sup>th</sup>	April 25 <sup>th</sup>	<b>April 26<sup>th</sup></b> <b>Spring classes end</b>	April 27 <sup>th</sup>	April 28 <sup>th</sup>	
<b>May 1<sup>st</sup></b> <b>Labor Day</b>	<b>May 2<sup>nd</sup></b> <b>Final Exams</b>	<b>May 3<sup>rd</sup></b> <b>Final Exams</b>	<b>May 4<sup>th</sup></b> <b>Final Exams</b>	<b>May 5<sup>th</sup></b> <b>Final Exams</b>	
<b>May 8<sup>th</sup></b> <b>Final Exams</b>	<b>May 9<sup>th</sup></b> <b>Final Exams</b>	<b>May 10<sup>th</sup></b> <b>Final Exams</b>	<b>May 11<sup>th</sup></b> <b>Final Exams</b>		

## I. Attendance Register

### Instructions to Cooperating Teachers

1. Please sign and date each completed Attendance Sheet to confirm student teachers' attendance.
2. Return all Attendance Sheets at the end of the experience to the Field Placement Coordinator.

### School Details

<b>Student's Name:</b>	<b>School Name:</b>
<b>Field Experience Dates:</b>	<b>Cooperating Teacher's Name:</b>

Month: \_\_\_\_\_

Number of hours completed per month: \_\_\_\_\_

	Week 1		Week 2		Week 3		Week 4		Week 5	
	Date	Time	Date	Time	Date	Time	Date	Time	Date	Time
Monday										
Tuesday										
Wednesday										
Thursday										
Friday/Saturday										
<b>Teacher's signature</b>										

Month: \_\_\_\_\_

Number of hours completed per month: \_\_\_\_\_

	Week 1		Week 2		Week 3		Week 4		Week 5	
	Date	Time	Date	Time	Date	Time	Date	Time	Date	Time
Monday										
Tuesday										
Wednesday										
Thursday										
Friday/Saturday										
<b>Teacher's signature</b>										

