EXHIBIT 3.4

DESCRIPTION OF FIELD EXPERIENCES AND CLINICAL PRACTICE FOR INITIAL TEACHER CANDIDATES

**BA Elementary Education:** Candidates’ first field experiences (ED 222 Orientation to Teaching, followed by ED 333 Learners and Learning Processes) introduce them to theories of teaching in practice. These experiences form the basis for class discussion, reflective writing, and on-going development as teachers. In the senior capstone year, field experiences and student teaching give candidates the opportunity to create instructional units, develop a teacher work sample, and prepare a professional portfolio. In the Fall semester of the capstone year, candidates are in classroom settings, **ED 494A, Applications of Teaching: Fieldwork.** Candidates participate in a variety of activities within the classroom setting; small group instruction, creation and teaching of instructional units, making observations on classroom management and in other classrooms such as music, physical education, and other levels within the elementary setting. Candidates are evaluated using the **Practicum Assessment Form** following completion of these field activities/clinical experiences. In the Spring, candidates enroll in ED 452, Student Teaching. The continuum of experiences from Field Experiences to Student Teaching is developmental and progressive allowing candidates the maximum opportunity for engaging in instructional activities. Candidates are assessed during frequent conferences between school based mentors and university supervisors. A **Student Teaching Evaluation Form (STEF)** is completed as well as the **STEC (Student Teaching Evaluation of Content)** form that assesses content area competencies and is aligned with ACEI, and SOE standards. Candidates are also assessed using the **Professional Dispositions Report Form** at mid-term after completion of the Field Experience, and at the end of the Student Teaching experience.

**M.A.T. Secondary:** The M.A.T. Secondary program begins in August for the initial orientation experiences and foundational coursework, and ends the following summer with the conclusion of the classroom internship in June and with the completion of coursework. Candidates who satisfactorily complete coursework, internship, a Portfolio, and who have passed all required Praxis Tests, will graduate with a Masters degree and receive an institutional recommendation required for State licensure.

Field experiences and Student Teaching, or clinical practice, are integrated in a model of progressive practice, where candidates assume responsibility for instruction in the classroom placement. Candidates spend four or five days a week in the classroom placement for the entire nine-month school year, and simultaneously take nine graduate credits each semester. This model allows for a more integrated approach that facilitates dialogue and reflection between peers, mentors, and university instructors. Coursework directly applies to the internship experiences in the classroom, through the creation of lesson plans, teacher work samples, and reflection on practice. Candidates are evaluated at mid-term in the Fall, and at the end of the Internship in the Spring, using the **Intern Evaluation Form**, the **Student Teacher Content Forms**, and the **Professional Dispositions Report Form**. University Supervisors, make frequent visits to all
candidates. Candidates who are in remote locations are visited by university supervisors three to four times per semester.

Throughout the process candidates collect artifacts or evidence (work samples, observations, journals, etc.) to show proficiency in each of the nine SOE goals listed in the Conceptual Framework. At the conclusion of the program, the artifacts are collected in a professional portfolio. Candidates participate in district-wide assessment events, parent/student conferences, and district in-service activities. In the Spring, candidates participate in the Rural Practicum Experience where they spend ten days in a remote Alaska Native village or approved candidates may intern for the last seven weeks of the spring semester in selected schools in England, Ireland, Scotland, Wales, Australia, New Zealand, Kenya, India, or Costa Rica.

**M.A.T Elementary:** The MAT Elementary program begins in July for the initial orientation experiences and foundational coursework, and ends the following June with the conclusion of the classroom internship in May, and with the completion of coursework in June. Candidates who satisfactorily complete coursework, internship, an Exit Portfolio, and who successfully have passed all required Praxis Tests, will graduate with a Masters degree, and receive an institutional recommendation required for State licensure.

Field experiences and Student Teaching, or clinical practice, are integrated in a model of progressive practice and inquiry where candidates assume responsibility for instruction in the classroom placement. Candidates spend the majority of their time in the primary classroom placement, but are also required to spend time in the “contrast” placement in order to expand the intern experiences to other settings. Candidates also take graduate credits in conjunction with the classroom placement. This model facilitates a more integrated approach that facilitates dialogue and reflection between peers and mentors. All coursework directly applies to the internship experience through the creation and implementation of lesson plans, a teacher work sample, and reflections on practice. Host teachers observe candidates each day both formally and informally, and university supervisor observe and give feedback to candidates once a week. Candidates are evaluated using the Intern Evaluation Form, the Supplemental IEF, and the Professional Dispositions Report, at mid-year, and at the end of the internship.

Throughout the process, candidates collect artifacts or evidence (work samples, observations, journals), to show proficiency in each of the nine SOE goals listed in the Conceptual Framework. At the conclusion of the program, artifacts are collected in a portfolio. Candidates participate in district-wide assessment events, parent/teacher conferences, and district in-service activities. In the Spring, candidates participate in the Rural Practicum Experience where they spend ten days in a remote Alaska Native Village.

**Distance Delivered Elementary M.A.T.:** Admission to the M.A.T. Distance program can occur at multiple points throughout the academic year. Candidates must document successful work with children and school districts where practicum and clinical practice will occur, sign a Memorandum of Agreement that they will support the candidate. Once admitted, candidates take six methods courses in Literacy (two courses including
emergent and intermediate/middle school), Science, Social Studies, Math, Classroom Management, as part of a practicum experience. Candidates spend a minimum of three hours a week with the host teacher for each of these methods courses, and participate in a series of structured experiences that progressively increase knowledge and skills in preparation for the final clinical practice experience, or student teaching. Structured experiences include working with small groups of students, developing instructional units, working with an individual student who may be experiencing difficulty, systematically observing classroom dynamics. Candidates are evaluated by Host teachers and University supervisors throughout the experience. A **Practicum Assessment Form** is completed by the Host teacher for each subject area, as well as observation forms that are completed throughout the practicum experience. Once candidates have successfully completed the Practicum Methods Course requirements and have satisfactory evaluations, they begin student teaching, or formal clinical practice. Student teaching is the final practical course in this program and is completed after or concurrently with practicum methods courses (for those candidates with an Initial teaching certification). For candidates who are not teaching or who do not have an initial teaching certificate, the student teaching component lasts for a total of fifteen weeks, six of which the candidate teaches the class “solo”. Candidates must also receive a passing evaluation on all SOE and ACEI standards, which includes the planning and teaching of a unit of instruction and conducting a teacher **worksample**. Candidates are evaluated using an **Intern Evaluation Form (IEF)** and a **STEC (Student Teaching Evaluation of Content Form)**