

**EDUCATION DIVISION • CERTIFICATION PROGRAMS**

Education Department

**FIELD EXPERIENCE Handbook**

Teacher Education

P R O G R A M

*Teacher as Leader for the 21st Century*

**Academic Year 2022-2023**

Education Department

The regulations, requirements, and criteria contained in this Handbook apply to the

2022 – 2023 academic year only.

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## Introduction to LWC Field Experience

*Welcome to an important and exciting part of your teacher preparation experience. The Field Experience component will allow you, the teacher candidate, to observe experienced teachers, work with diverse student populations, and participate in varied aspects of the P-12 school setting. In addition, you will be able to observe and apply the knowledge and skills learned in your course work in a real-life classroom setting. The integration of course work and field experience will enhance your growth as a teacher. You should immediately witness theories of learning, methods for teaching, concepts of student development, strategies for assessment in action, and many other constructs occur in the classroom.*

*The Stage Field Experience will tailor your P-12 classroom involvement with your level of expertise and preparation. High quality field experiences will add authenticity and meaning to your education process allowing you to grow as a professional meeting the high-performance standards set for classroom teachers.*

*Welcome to the profession of teaching and learning. Enjoy your journey, the friends you will make, and the lives you will touch along the way. From your first day in the classroom,* ***you*** *are a professional,* ***you*** *are a leader,* ***you*** *are a teacher.*

## Field Experience Policy

As preparation for the clinical experience in the student teaching semester, the education candidate should have as many experiences as possible in educational contacts with P-12 students, faculty, administration, staff members, and parents or caregiver in a variety of diverse settings. Through systematic placement in selected field experiences coordinated with professional education courses, the Education Program ensures that each candidate will have experience:

* with P-12 students at all levels including elementary, middle, and high school;
* diverse student populations including ethnicity, income levels, English language learners, and students with disabilities; and
* diverse school settings.

A total of 200 clock hours of field experience is required before the student teaching semester**.**

Candidate Field Experiences prior to the clinical semester are divided into two phases:

Stage 1 Field Experience

Stage 2 Field Experience and Practicum Experience

Field placements for Stages 1 & 2 are made by the Unit’s Coordinator of Field Experience in consultation with the course instructors, the Director of Field Experience, and the Director of Education. Placements may be made outside of Adair County necessitating travel. Lindsey Wilson Education Program does not provide transportation or transportation costs. Transportation to field placements is the student responsibility.

Explanation of Field Experience Hours

We are thankful and fortunate to have multiple school districts and teachers to assist in the growth and development of our Lindsey Wilson College preservice teachers.

All field experiences are part of course requirements.  All education candidates must complete 150-200 hours of field experiences as part of their preparation prior to student teaching. Students have guidelines and specific requirements for each course to enrich and augment their learning at a particular stage of preparation.  Students are required to collaborate with teachers as they plan dates and activities for the semester.

**Basic Expectations for Each Stage:**

Note: Although there are specific expectations for each stage/class, the classroom teacher at each school has a wide range of discretion for what/when/how students participate in the classroom.  The classroom teacher has final word on what can/does happen in their own classroom.

Stage I

* Introduction Course (EDUC 2123) and Fundamental (EDUC 3403) - students taking these classes are just getting started.  They are required to observe 10 and 20 hours of instruction and benefit greatly from interaction with the teacher and students.  They *have no other requirements* other than to watch/observe class.  They *may* however help students, assist in paperwork, work with small groups, and other activities the teacher feels appropriate.

Stage II (Three and Four Hundred Level Classes)

* Students in these classes have specific activities they are expected to do in the classroom.  These include:
  + Observing instruction
  + Assisting teacher and students during instruction
  + Teaching individual students, small groups, and/or class
  + Planning instruction
  + Grade papers/assessments and/or provide feedback to students
  + Attending school related meetings (Board Meeting, SBDM, Parent nights. . . )
  + Any other school/teaching related activity
* Most of these classes require 15 to 25 hours of field experience.  Often, students will take more than one of these classes concurrently.

Stage III (Student Teaching) - Students in stage III are student teaching and must be embedded with a teacher/class for at least 70 days.

## Stage 1 and Stage 2 Guidelines for Field Experiences

Public school partners provide a service to Lindsey Wilson College by allowing candidates intoclassrooms to observe and participate in instruction to enhance candidates’ educational experience in teacher education. Candidates are guests at these schools.

**Directions for Completing Field Experience**

In order to receive credit for the 200 hours of field experience required by Kentucky, all teacher candidates must adhere to the following guidelines:

1. Participate in all group field experiences as scheduled and directed by the course instructor.  A required number of field hours and assignments must be completed by dates throughout the semester.  Specific dates are to be determined by the professor or each class.

**Dates for Fall 2022**

* End of Aug/Jan (Aug 31 for 2022) - Field Placements assigned (info emailed to/from students)
* Mid Sept/Feb (Sept 16 for 2022)- Students will have meet with their collaborating teacher at the school, reviewed expectations and turned in the agreement form
* By beginning of Oct/March (Oct 7 for 2022):  Complete the first third of hours of field experience hours documented in Shared Google Drive and KFETS
* By the first week of Nov/April (Nov 4 for 2022):  Complete two thirds of field experience hours documented in Shared Google Drive and KFETS
* By the last week of Nov/April (Nov 25 for 2022):  Complete all field experience hours documented in Shared Google Drive and KFETS
* NO CASE OBSERVATIONS ALLOWED AFTER or within the last week of classes -NO EXCEPTIONS

**Dates for Spring 2023**

* End of Aug/Jan (Jan 22 for 2023) - Field Placements assigned (info emailed to/from students)
* Mid Sept/Feb (Feb 17 for 2023)- Students will have meet with their collaborating teacher at the school, reviewed expectations and turned in the agreement form
* By beginning of Oct/March (March 10 for 2023):  Complete the first third of hours of field experience hours documented in Shared Google Drive and KFETS
* By the first week of Nov/April (April 7 for 2023):  Complete two thirds of field experience hours documented in Shared Google Drive and KFETS
* By the last week of Nov/April (April 17 for 2023):  Complete all field experience hours documented in Shared Google Drive and KFETS
* NO CASE OBSERVATIONS ALLOWED AFTER or within the last week of classes -NO EXCEPTIONS

1. Complete all field experience hours required in each course in the semester the course is taken.  Failure to adequately complete field experience requirements will result in a failure for the course.  State regulation requires that all requirements for the 200 hours of field experiences must be completed prior to admission to student teaching.  Failure to complete required course field experience hours will prevent students from entering the education program or be admitted to student teaching.

**Directions for Field Experiences in the Classroom Setting:**

1. When the field experience placements are posted and assigned by the course instructor, the teacher candidate must:
   1. Contact the classroom teacher within 48 hours to schedule a meeting (in person or virtual).
   2. Cooperate with the teacher within 5 school days to set a schedule for the field experience based on the instructions and timeline given by the course instructor.
   3. Obtain the classroom teacher’s preferred method for contact/email and phone number
   4. Confirm with your course instructor the field experience placement, scheduled date for first meeting, and contact information for the P-12 classroom teacher.
2. On the first visit to the school as a teacher candidate you should:
   1. Wear an LWC ID, or wear the ID provided by the school.
   2. Be nice and pleasant in your appearance, demeanor, and language.
   3. Report to the main office, introduce yourself to the office staff, and determine procedures for signing in and out on visits.
   4. Introduce yourself to the principal if appropriate and convenient.  Do not intrude or be interruptive.
   5. Have a planning conference with the teacher to discuss the assignments and finalize the field experience schedule.  Be as flexible as you can, the teacher is hosting you as a service.
3. In the initial visit with the teacher, the candidate should:
   1. Give the teacher a copy of the Field Experience Packet for the specific course that includes:
      * Letter to the Teacher from the Field Experience Coordinator and course instructor
      * Guidelines for Field Experience including assignments to be completed for the course
      * Field Experience Evaluation Form specific to the course
   2. Discuss and plan the activities assigned in the course and those that the teacher would like for the candidate to complete during the Field Experience
   3. Create a calendar for the dates to complete the field experience.  Three copies should be made, one each for the teacher candidate, the classroom teacher, and the course instructor.
   4. Have the classroom teacher sign the placement agreement form.  The student will turn in the form to the course instructor within one week of the assignment.
   5. Thank the teacher for their willingness to support you in your growth and development as a preservice teacher and reiterate that if they have any questions or concerns about the field placement or you, they are encouraged to discuss it with you and/or contact the placement coordinator at Lindsey Wilson.

**Professional Behavior Requirements**

You are a guest at the school and in the classroom.  The school and teacher have agreed to allow you to conduct your field experience in order to enhance your knowledge and skills as a preservice teacher.  As such you should conduct yourself in a professional manner which enhances their impression of you and Lindsey Wilson College.  During a field experience you will be assessed on all aspects of you as a person and an educator, from your appearance and personality to your professionalism and pedagogy.  A school’s perception of you may enhance or hinder your future growth and employability.  As a teacher candidate, you are a representative of Lindsey Wilson College. All of your actions should reflect favorably on you and Lindsey Wilson College.

**Professional Dress**

For all field experiences, teacher candidates are expected to **dress professionally** as defined by Lindsey Wilson College Education Division. As future professional educators you should dress better than expected.  You may see teachers and other persons who do not dress to this standard.  You however will be held to a higher standard.  Teacher Candidates:

* **Shall:**
  + be polite, professional, and courteous.
  + be well groomed with clothes that are clean and pressed.
  + avoid excessive jewelry and highly fragrant perfumes.
* **Are Not** to:
  + wear: jeans, slogan shirts, t-shirts, shorts, tank tops, jogging suits, flip flops, tennis shoes, “scruffy” attire. Pants should not be worn below the natural waistline.
  + expose skin from the neckline to the knees.
  + wear clothes that are too tight, baggy, low cut, short, or have spaghetti straps
  + wear caps or hats in buildings or classrooms.

\*If you have questions about dress, ask your professor and follow their directions.

**Food and Drink**

Drinks (including water bottles), food or gum are not allowed in the classroom regardless of individual room policy.   All tobacco products are prohibited in the public schools and on school property.

**In Classroom Behavior**

Teacher candidates should be alert and attentive in the classroom and in the field experience setting.  While taking observation notes of a field experience is acceptable, participation in the classroom experience is important.  Reading, sleeping, talking, or completing work for another assignment is not acceptable.  Laptops and other electronic devices should be used only at the direction of the classroom teacher.

Participate fully in the field experience.  If there is evidence that the teacher candidate was in the classroom but did not participate or take part as directed, the field hours will not count. No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching.   Cell phones may be used for legitimate instructional purposes, such as students responding on a website, used as a timer, or used as assessment (clickers), as part of the lesson.  The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor.  All cell phones must be put away during the class period. “    Violation of LWC policy will be grounds for dismissal from class.

**Confidentiality**

Maintaining confidentiality of your students and colleagues is paramount.  Conversations regarding field experiences must be confined to class discussions in the course where the field experience is assigned. No discussion about the school, teachers, students, or administration should occur with anyone at any other time or place. Confidentiality is essential in education; in fact it is the law.

**Other Guidance for Field Experience Placements**

* Candidates should set up field experience schedules with all teachers within two weeksafter assignment. Each teacher should know at the beginning of the semester when candidates will be in the classroom, even if it will be later in the semester.
* Candidates are to be reliable and prompt. If candidates cannot meet a scheduled field experience, they should call the school and leave a message for the teacher as far in advance as possible.
* LWC candidates cannot do field experience until cleared and assigned by Lindsey Wilson College’s Education Division Field Placement Coordinator.
* Candidates may not arrange placement independently, nor should they ask teachers about extra visits. A letter of introduction is necessary on the first visit to each school. This is normally provided when candidates are assigned.

## Documenting Field Hours

1. Return the agreement for field placement signed by the teacher within one week of the placement.  Give the course instructor a copy of the schedule for completing the field hours.
2. Complete reflection logs for field experience immediately following the school visit.  Submit these to the course instructor at designated times during the semester listed in the syllabus.  Reflection logs must be completed for all field experiences including Camp Safari, meetings, field trips, and course activities working with students and parents.
3. Record accurately and promptly all field experience hours in the Kentucky Field Experience Tracking System (KFETS), which is the Education Professional Standards Board database, as directed by the course instructor.
4. One clock hour (60 minutes) equals one hour of Field Experience. A log and reflection must be documented for each hour or instructional period.  Some classes are less than one hour, but still constitute a block.  For secondary or middle school classroom field experiences where the same instruction is given to several classes, the college instructor will direct you in how to differentiate the log for each class observed.  However, a log must be entered for each class period with chronological times given.  Each field experience must be entered separately in the Kentucky Field Experience Tracking System in order for the candidate to receive credit.
5. Candidates must complete all of the field experience hours required in each professional education class. Extra field experience hours earned in a previous class may not be used to “reduce” hours in a current class. Hours for one class may not be used to fulfill the requirement for another class.
6. Substitute teaching hours may not count for field experience hours.
7. Field experience must be complete by November 26 (fall semester) or April 17 (spring semester) unless special permission is given by the class instructor.
8. Candidates must turn in to the Lindsey Wilson College course instructor by assigned dates the following:
9. The syllabus in which field experience is required will list dates throughout the semester when a required number of field hours and assignments must be completed and field logs must be submitted.
10. The final “Record of Field Experience Hours” completed in its entirety will be submitted by December 2 or April 20 to the course instructor. Each professional education course instructor must sign the form and the total field experience hours must be recorded. Candidates must take this form for the cooperating public school teacher to sign on each visit;
11. A completed “Field Experiences Log” for each clock hour or block recorded on the “Record of Field Experience Hours” will also be submitted by December 2 or April 20 according to the course instructor’s directions.  The course instructor can require that logs be revised for the final submission; and
12. An “Evaluation of Field Experience” form completed by the cooperating teacher.  If you have two separate placements for one course, you will have two evaluation forms submitted.  The evaluation form will be different for each course based on the course requirements.

Instructors will review completed forms, check for accuracy, and then turn all forms into the Division Data Manager, they may be reviewed.

If you have questions, please contact the Coordinator of Field Placement.

## Policies and Procedures

The Policies and Procedures of the Education Program apply to all students who take courses in the education program including those courses designated as pre-entry or have been admitted to the program. This includes students who take EDUC 2123, 2713, 3123, and 3143 without the intent of entering the program. The Policies and Procedures include all those outlined in the Candidate Handbook, the Field Handbook, and the Student Teaching Handbook. Failure to comply to the approved policies and procedures of the Lindsey Wilson College Education Program, the Kentucky Education Professional Standards Board, or the Kentucky Department of Education can result in a reprimand, the consequences outlined in the policy, the need to drop the course where the violation occurred or, if more serious in nature, not being admitted to the program or being dropped from the program.

**Class Absences**

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. Absences from classes that meet one day a week will count as three class absences since the session is credited for three class periods. Excessive tardiness especially those students who habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the instructor for prior approval. The approval is at the discretion of the instructor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

* Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
* Enter the student in the Starfish System, a system in which the student's instructor, academic or freshman advisor, Academic Affairs office, Student Affairs office, and coach (if the student is an athlete);
* Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
* Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

**Cell Phone Policy**

No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.

The Education Department will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

**Audio and Video Recordings**

Any recording of class sessions, group information meetings offered by the Education Program, meetings with advisers or individual instructors, Stage interview sessions, or meetings with education faculty are not to be recorded either through audio or video. If there is a valid reason for recording, this request must be made prior to the meeting and have approval from all participating parties. Any meetings involving discussion of public school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

**Privacy Policy and Social Media**

Students cannot disclose information or incidences that occur in the public schools, classrooms, or clinical situation either through personal interaction or social media with friends and family. This includes any private meetings with P-12 faculty or administration. Avoid posting any school information, student information or education division information on Social media including Facebook, Twitter, Instagram, and similar forms of social media.  This does not include general school announcements from authorized school officials to the general public.   The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

**Interactions with P-12 Students and Teachers**

Lindsey Wilson College education students are in the schools as guests of the school system. The school is a work place for teachers and administrators, as well a safe learning environment for students. It is not a forum for socialization with teachers and / or students. Education students will not be placed in schools where immediate family members are present in order to avoid conflict of interest. Education students who are placed in a school for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in the school they meet initially during the field experience. All interaction should relate to classroom work or extracurricular assignments. All interaction with students must take place on school grounds and be supervised by school personnel. In those field experience situations where teacher candidates have previous social contact with teachers and students, the candidate must use their best judgment in social interaction. During hours when completing the field experience, the candidate must maintain professional conduct in all interactions with P-12 students and teachers. During the student teaching semester, teacher candidates must avoid socialization, interaction through social media, and transporting by car all P-12 students in the school to which they are assigned.

Teacher education candidates must respect the work environment and maintain professional interaction with P-12 teachers. Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty in the schools where they are assigned.

**Incomplete Field Hours**

Student will not receive credit for field hours until all hours have been entered in KFETS and approved by LWC course instructor. Failure to upload all field hours in KFETS will result in a failing grade for the course.

## Required Field Experiences By Course

**Allocation of field experience hours and assignments in each course is governed by the following descriptions and the discretion of the instructor**.

**EDUC 2123 The Teaching Profession**

Field experience will include 10 hours in the public schools. The field experience will consist of course assignments in diverse settings introducing students to the P-12 school setting.

**EDUC 3403 Fundamentals of Secondary Education**

Field experience will include tutoring, observing a site based counsel and one school board, and 15 hours observing in the student’s major area at the middle or secondary level completing course assignments. A total of 20 hours is required.

**EDUC 3413 Fundamentals of Elementary and Middle Grades Education**

Field experience will include tutoring, observing a site based counsel and one school board, and 15 hours observing in the student’s major area at the middle or secondary level completing course assignments. A total of 20 hours is required.

**EDUC 3143 The Exceptional Learner**

Ten (10) field placement hours are used to allow candidates to gain experience with candidates who have diverse learning needs. A specific course assignment to be included in the Stage 2 portfolio will be given that introduces the teacher candidate to the process of collaboration in differentiation of instruction.

**EDUC 3223 Teaching Reading and Language Arts P-5**

Ten hours of field experience in a reading classroom at the primary (P-5) level which includes participation in a professional learning community.

**EDUC 3233 Methods/Materials P-5 Math**

A field experience of ten hours is required. Candidates will complete three hours in an elementary math placement and two hours participating in an event with students and families. Five hours are completed with Camp Safari.

**EDUC 3523 Reading and Writing in the Content Areas**

The thirty-hour placement will provide middle, secondary, and P-12 teacher candidates opportunities to tutor students, assist a middle or high school classroom teacher including a videotaped teaching experience, reading and writing with elementary, and experience with students’ families. Candidates will be placed in a specific clinical setting in cohort groups to implement literacy instruction as part of course requirements.

**EDUC 3624 Art Education 6-12**

Thirty hour field experience provides opportunities to assist a middle and high school classroom teacher and includes a videotaped teaching experience. Candidates are also expected to attend a professional art meeting or conference, take part in a professional learning community, and assist with the design of candidate art displays.

**EDUC 4103 Measurement and Assessment**

**Fifteen (15)** hour placement observation with emphasis on work with school assessment/ CIITS/ PGES/ Data analysis.

**EDUC 4243 Methods/Materials P-5 Science**

Candidates will complete hours in an elementary science classroom, at Family Night Out, and at Camp Safari leading science based activities for a total of fifteen (15) hours. Either a lesson taught in the classroom or the Safari activity should be a science based reading lesson so candidates may see how core content/common core from various subject areas can be integrated with reading. A lesson in the classroom will be videotaped.

**EDUC 4253 Methods/Materials P-5 Social Studies**

Candidates complete 20 field hours in P-5 settings. These include the Living History Museum, Family Night Out, hours in an assigned 5th grade social studies classroom, and work with Camp Safari.

**EDUC 4333 Curriculum and Methodology in the Middle Grades**

Middle grade candidates will complete field assignments that include work with diverse learners and ethnic population, English Language Learners, tutoring, and participation in a professional learning community. The majority of the hours will be in an assigned classroom placement in the teaching major completing course assignments, assisting the teacher, and co-teaching. Designing a lesson plan, teaching, and videotaping are required. Participation in a professional learning community will be included. Thirty hours of field experience are required.

**EDUC 4433 Curriculum and Methodology in Secondary Schools**

Secondary candidates will complete field assignments that include work with diverse learners and ethnic populations, English Language Learners, tutoring, and participation in a professional learning community. The majority of the hours will be in an assigned classroom placement in the teaching major completing course assignments, assisting the teacher, and co-teaching. Designing a lesson plan, teaching, and videotaping are required. Participation in a professional learning community will be included.Thirty hours of field experience are required.

**EDUC 4263 Classroom Management P-5, 5-9, P-12**

This course is designed for students to develop techniques for establishing rules, procedures and academic expectations to use in designing their own classroom management plan. Candidates will also study the discipline strategies developed by a variety of theorists and will be introduced to the Kentucky Internship Program. Everyone does a video of teaching a lesson that may be used for a Teacher Performance Assessment entry. Thirty (30) field experience hours are required. Experiences included will include: visit to Family Resource Center, tutoring, interaction with families, and Camp Safari. Fifteen (15) hours will be completed in a classroom setting in the major content area. Elementary (p-5) may need to complete three (3) of these hours in a middle or high school setting.

**EDUC 4463 Classroom Management 8-12, P-12**

This course is designed for students to develop techniques for establishing rules, procedures and academic expectations to use in designing their own classroom management plan. Candidates will also study the discipline strategies developed by a variety of theorists and will be introduced to the Kentucky Internship Program. Everyone does a video of teaching a lesson that may be used for a Teacher Performance Assessment entry. Thirty (30) field experience hours are required. Experiences included will include: visit to Family Resource Center, tutoring, interaction with families, and Camp Safari. Fifteen (15) hours will be completed in a classroom setting in the major content area. . Secondary may need to complete three (3) of these hours in a middle or primary school setting.

**EDUC 4603 Practicum**

Forty (40) hours of clinical practice, immediately prior to student teaching, in a school district with a variety of cultural and socio-economic status students. Candidates read articles and compile an annotated bibliography of resources focusing on teaching methods, strategies and assessments for diverse classroom populations. Candidates develop a list of teaching methods and strategies for a diverse classroom population (accumulated from your bibliography, article critiques, and your practicum experience). Candidates digitally submit a video-taped lesson packet with a self-KTIP included. Candidates develop a web quest, assist the teacher, and teach a minimum of one class per day during the last week.

**PHED 3143 Adaptive Physical Education**

Twenty (20) field placement hours are used to allow candidates to gain exposure to candidates with diverse learning needs. A specific course assignment will be given that introduces the teacher candidate to the process of collaboration in differentiation of instruction. The candidates are asked to observe and to work actively with the teacher at their placement. They are to reflect on two topics: management and organization (including rules, consequences, and reward) and curriculum (content development). These topics are discussed during class meetings and the candidates are to reflect on what they have observed in their placement.

**PHED 3203 School Health, Nutrition and Physical Education**

Five field experience hours are required at Camp Safari after school program and in a classroom setting.

**PHED 4023 Methods & Materials of PE Physical Education**

Twenty-five (25) hours of field experience which includes Camp Safari, middle grades and a secondary placement. A lesson will be planned, taught and videotaped. Participation in a professional learning community included. Candidates will work actively with mentor teachers by assisting in instruction and co-teaching.

**MUSI 3231 Woodwinds Methods**

Introduction to the techniques of playing and teaching woodwinds.  Five hours (5) required in the field observing woodwind instruction.

**MUSI 3241 Brass Methods**

Introduction to the techniques of playing and teaching brass.  Five hours (5) required in the field observing brass instruction.

**MUSI 4613 Teaching Elementary School Music**

Ten (10) hours of field placements are used to observe, develop and teach in the public schools. Candidates will teach one lesson in the public schools (video tape the lesson) in an elementary placement teaching general music or beginning band.

**MUSI 4623 Teaching Music in Secondary Schools**

Twenty-five (25) hours of field experiences are used to observe, co-teach and teach in the secondary public schools. Candidates will teach one lesson in the public schools and video tape the lesson. Hours will be divided into two different field placements, including instrumental and choral programs. Participation in a professional learning community will be included.

**Note**: The above descriptions are guidelines and may be altered based upon factors such as course progress, progress of individual candidates in meeting state field requirements, and / or K-12 partner school needs.

Revised 7-2-14

|  |  |
| --- | --- |
| Field Experience and Clinical Practice | |
| **Course Requirements** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Field and Clinical Practice Prior to Student Teaching** | **P-5** | **5-9** | **8-12** | **PE** | **PE/HLT** | **Art** | **Music** |
| EDUC 2123 The Teaching Profession | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| EDUC/ART 2613 Art Education |  |  |  |  |  | 35 |  |
| EDUC 3123 Principles of Lifelong Learning | 15 | 15 | 15 |  |  |  |  |
| EDUC 3143 Intro Except. Child | 10 | 10 | 10 |  |  | 10 | 10 |
| EDUC 3223 Teaching Reading and LA | 10 |  |  |  |  |  |  |
| EDUC 3233 Methods/Mat in Math | 10 |  |  |  |  |  |  |
| EDUC 3403 Fundamentals of Secondary Education |  |  | 20 | 20 | 20 | 20 | 20 |
| EDUC 3413 Fundamentals of Elem & Middle Ed | 20 | 20 |  |  |  |  |  |
| EDUC 3523 Reading and Writing in the Content Areas |  | 30 | 30 | 30 | 30 | 30 | 30 |
| EDUC 4103 Measurement and Assessment | 15 | 15 | 15 | 15 | 15 | 25 | 15 |
| EDUC 4243 Methods/Mat in Science | 15 |  |  |  |  |  |  |
| EDUC 4253 Methods/Mat in Social Studies | 20 |  |  |  |  |  |  |
| EDUC 4263 Classroom Management | 30 | 30 |  |  |  |  |  |
| EDUC 4333 Curriculum & Methodology Middle |  | 30 |  |  |  |  |  |
| EDUC 4433 Curriculum & Methodology Secondary |  |  | 30 |  |  |  |  |
| EDUC 4463 Classroom Management |  |  | 30 | 30 | 30 | 30 | 30 |
| EDUC 4603 Practicum------CLINICAL HOURS | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
|  |  |  |  |  |  |  |  |
| MUSI 3231 Woodwind Methods |  |  |  |  |  |  | 5 |
| MUSI 3241 Brass Methods |  |  |  |  |  |  | 5 |
| MUSI 4613 Teaching Elementary School Music |  |  |  |  |  |  | 10 |
| MUSI 4623 Teaching Music in Secondary Schools |  |  |  |  |  |  | 25 |
|  |  |  |  |  |  |  |  |
| PHED 2012 Injury Care for Coach and Trainer |  |  |  | 10 |  |  |  |
| PHED 3143 Adaptive Physical Education |  |  |  | 20 | 20 |  |  |
| PHED 3203 School Hlth, Nutrition | 5 |  |  |  | 10 |  |  |
| PHED 4023 Methods/Mat in PE and Health |  |  |  | 25 | 25 |  |  |
|  |  |  |  |  |  |  |  |
| **TOTAL HOURS PRIOR TO STUDENT TEACHING** | **200** | **200** | **200** | **200** | **200** | **200** | **200** |
|  |  |  |  |  |  |  |  |
| EDUC 4600 Supervised Student Teaching  (455 hours, 70 days) | 14 | 14 | 14 | 14 | 14 | 14 | 14 |

## Information for Field Placement Form

The following information for field placements will be collected electronically from the individual students each semester in preparation for field placements utilizing the following link:

<https://docs.google.com/forms/d/e/1FAIpQLSdB_jS2_UBVAV5jI2NnnK1TV2m523rumC--mw0LFsFcDn4JhA/viewform?usp=sf_link>

Please complete the information below ASAP to begin the process of a field experience placement. Candidates in Kentucky are required to complete a minimum of 200 eld experience hours prior to student teaching in a variety of primary through grade 12 (P-12) school settings including engagement with diverse populations and related agencies.

Please consult your class syllabus and your professor if you need additional guidance to complete the requested information.

Based on this information, you will receive your Field Assignment. This is part of the course work, is part of your grade, and is a state requirement to complete the teacher perpetration program.

Note: Transportation to all eld hours is the responsibility of the Student. Arranging your schedule to correspond with observation hours/times/days is also the responsibility of the Student.

1. Student Last Name
2. Student First Name
3. Student L#:
4. Student's email address:
5. Semester for which you are requesting field experience hours.
6. Indicate below the class(es) for which you are requesting field hours.
7. Instructor's name for the course you are requesting field experience hours.
8. Which school level are you requesting to observe? (Note: You must have experience at all three levels - elementary, middle, high - before you student teach.)
9. Which content area would you like to teach/observe? (K-5 majors should choose K-5 only)
10. At which school levels have you completed field experience hours in previous semesters?
11. Please provide any additional information you feel relevant to your situation in relation to obtaining field hours

## Letter to Teacher

A picture containing text

Description automatically generated**Lindsey Wilson College**

***Every Student, Every Day***

**Division of Education**

***210 Lindsey Wilson St.***

***Columbia, Kentucky 42728***

Dear Educator:

Thank you so much for your willingness to assist in the growth and development of a preservice teacher with Lindsey Wilson College.  The candidate who is presenting this letter to you is enrolled in a Teacher Education Program.  All education candidates must complete 150-200 hours of field experiences as part of their preparation prior to student teaching.

Attached to this letter are:

* Field Placement Agreement Form
* Guidelines for the Field Experience
* Evaluation Form

All field experiences are part of course requirements.  The guidelines outline the specific requirements for the course to enrich and augment the candidate’s learning at a particular stage of preparation.  These should be helpful to you as you talk with the candidate and plan the dates and activities for the semester.

**Please sign the agreement for the field placement form attached to this letter and return to the Lindsey Wilson College Division of Education within five school days.**

**If you have any concerns/questions or would simply like to discuss any topic in relation to a field placement, please contact Dr. Brennon Sapp at Lindsey Wilson College at your earliest convenience. (Contact information below)**

The Education Division of Lindsey Wilson College, in cooperation with local school systems, seeks to provide a quality experience for tomorrow’s teachers. You are an essential component of their preparation.  We thank you in advance for helping us accomplish that goal.

If you have any questions, please contact me or the Division of Education without hesitation.

Respectfully,

Dr. Brennon Sapp

Field Experience Placement Coordinator

210 Lindsey Wilson Street

Columbia, Kentucky  42728

1-859-496-8530

sappb@lindsey.edu

## Agreement to Field Placement Form

Agreement for Field Placement

Division of Education

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From LWC:  Thank you so much for your willingness to assist in the growth and development of a preservice teacher with Lindsey Wilson College.  All education candidates must complete 150-200 hours of field experiences as part of their preparation prior to student teaching.

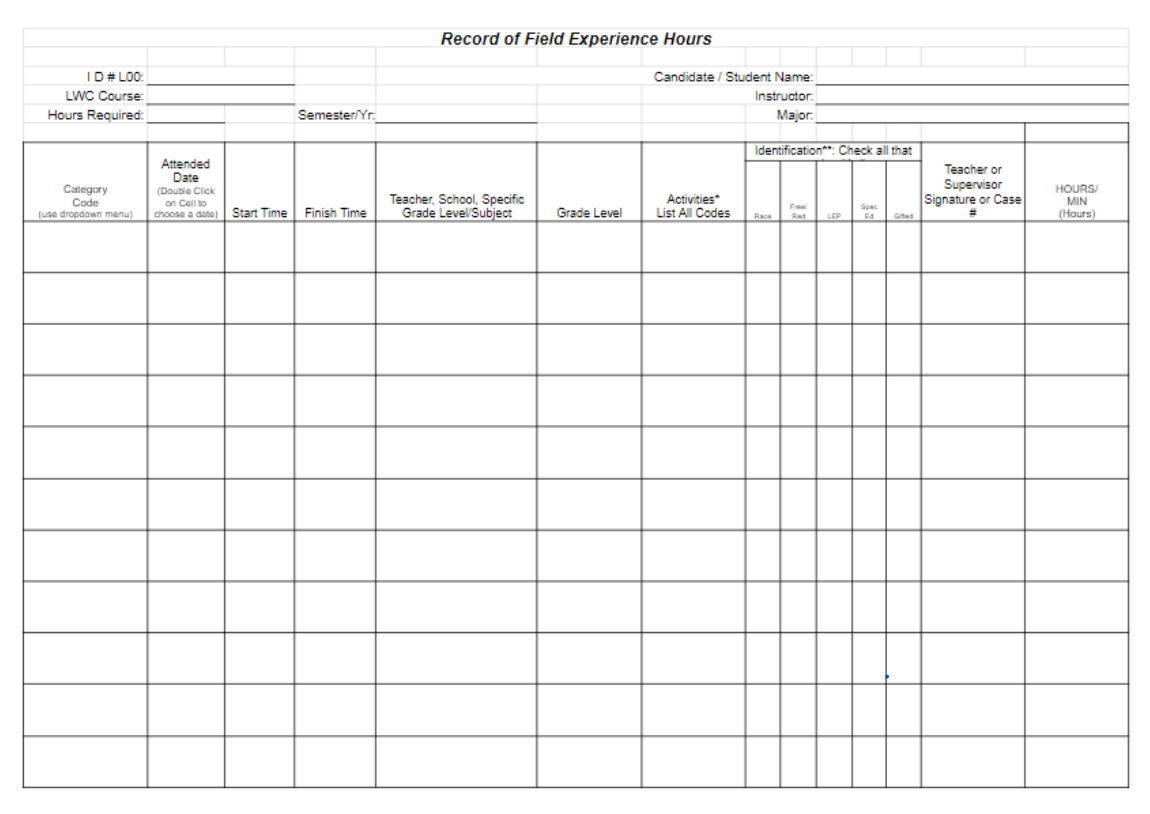
**Acceptance Statement:**

I accept the following listed Lindsey Wilson Student as a field placement in my class for the Semester and number of hours indicated.  I have read the Guidelines for the Field Placement in the Field Placement Folder and will complete the Evaluation Form at the end of the Field Placement and return it to the Division of Education Office.

|  |  |
| --- | --- |
| Lindsey Wilson Student Name: |  |
| Semester/Year: |  |
| Planned # of Observation Hours: |  |
| Placement School Name |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Cooperating Teacher Name  (Please Print) | Signature  (Cooperating Teacher) | Date |

**Please sign and return this completed agreement form to the student within five school days.**



**Table

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**Kentucky Field Experience Tracking System**

**(KFETS)**

The Kentucky Field Experience Tracking System (KFETS) is an online application for tracking field experiences of teacher candidates enrolled in a Kentucky teacher preparation program and students who plan to enroll in a teacher preparation program in Kentucky. Candidates in Kentucky are required to complete a minimum of 200 field experience hours prior to student teaching. [16 KAR 5:040](http://www.lrc.ky.gov/kar/016/005/040.htm), section (3). Admission, placement, and supervision in student teaching provides details about the field experience requirements.

The PowerPoint linked below, and available on the EPSB website, provides instructions for navigating the KFETS application for candidates.

[*KFETS Candidate PowerPoint*](http://www.epsb.ky.gov/pluginfile.php/223/mod_page/content/17/KFETS%20Candidate%20PowerPoint.pptx)

1. Log into your EPSB account
2. On main page click on the “KFETS” icon to enter the Kentucky Field Experience into the tracking system
3. Save all of your field work in a Word document that you can easily copy and paste into the KFETS site
4. Choose your course on the sidebar to begin
5. Select your institution, select school year, select semester, select courses, enter your student I. D., click add course
6. Your selected courses will appear in this area once “add course” button is clicked.
7. Click “add candidate activity” to begin to add field experience
8. Select appropriate school year, courses for selected school year will appear.
9. Click “add activity” button to begin entering your field experience data.
10. A disclaimer may appear before each initial field experience entry for the course. Clicking “accept” is verifying that you have read and understand the statement
11. Next, each candidate will enter information into the categories information area. If you are uncertain about which category to choose, contact your field experience coordinator or ask your professor.
12. If a teacher or course does not appear in the dropdown list, data for diverse group’s information will not appear. Choose other at the bottom of the list of teachers to manually enter the data.
13. Category “H” other should be used for field experiences that do not fit any of the other categories. All information should be manually entered to identify and describe the activity.

***Student Field Experience/ Reflections Guidelines***

**Overview**

Field Experience hours for students*:*

* Field Experience hours for all students will be completed in person at school placements organized and assigned by LWC Placement Coordinator.
* Due dates are designated in your syllabus for each class.
* Formatting is universal and is outlined below. Reflections must be written in the correct format.  Reflections in the incorrect format will be returned for revisions and points deducted.
* All students will receive placements from the LWC placement coordinator and will be accessible digitally within the [*Field Placement Folder*](https://drive.google.com/drive/folders/1Oz_4owpnyVRWxgQ0ZxQB46Sv_t0zGY7X?usp=sharing) (on google drive).
* A class period/lesson at a school is equivalent to an hour of field experience.  Some schools have periods/classes which are shorter or longer than an exact hour.
  + If a period/class/lesson is *longer than an hour*, you should observe the entire length of the period.  Do arrive late or leave early.
  + If a period/class/lesson is *less than an hour*, you should utilize the additional time to review lesson plans, instructional materials, student products and other related items.

**Reflection Requirements/Turning in Hours**

Each instructor has created a Google Share Drive for your class. You will need to have a folder in the drive. In that drive, you will:

* Set up a folder within the shared drive with your name as the title (If not already established)
* Make a copy of the needed forms for your folder
  + Stage 1 & 2 Record of Field Experience Hours
* Complete the Field Experience Log for each hour/case completed and record the hours on the “[*Record of Field Experience Hours*](https://docs.google.com/spreadsheets/d/13_0F_YoZbrlCHZ2fkiC_WIH2D-DvCIZpukhMPBFFxX8/edit?usp=sharing)” form and in KFETS
* For each hour of field experience, upload a reflection (reflection must be complete, quality, formatted and named correctly - see example below)
* Upload a screenshot from KFETS of all hours saved in the folder (Record of Field Experience Hours, reflections, and hours documented in KFETS MUST MATCH or they will be returned to the student and points deducted.

**Student Field** **Experience** **Reflections Guidelines**

* A one-hour field experience of an **observation** shall include:
  + Some discussion with teacher about class/lesson/students
  + Critical read/review of corresponding *Instructional Materials*
  + Live observation/participation of a complete period of instruction
* For students is Stage 2 the individual instructors will make assignments to meet the needs of the class goals.  Field Logs for these assignments will be specific and be a reflection on what you learned.   Based on your course assignment, you will describe what you and the classroom teacher did and how students participated/responded to instruction.  Include what you did during the class or tutoring experience.
* For Teaching Experiences (when the student candidate teaches):  Include a copy of your lesson plan and all supporting materials.  If you taught the teacher’s lessonplan, include a copy and clearly state that it is not a lesson plan that you wrote.  Include the following:
  + Kentucky Core Academic Standards and the Learning Targets
  + Classroom management strategies
  + Review previous lessons or material learned
  + Student grouping for learning
  + Individual, small groups, whole class?
  + Reflect on instructional strategies used (teacher talk, reading, writing, graphic organizers, manipulatives, games, discussion, projects, etc.)
  + Questioning strategies
  + How instruction tied to real world application and to the lives of the students
  + Differentiation in instruction
  + Formative assessments
* A one-page reflection for each hour of field experience is required.
  + Size 12 font, double spaced, Times New Roman- yes, one page means a full page.
  + The expectation for each reflection is approximately one and a half pages - **the absolute minimum for a reflection is one full page**
* Label each page with name, date, and LWC course name (single spaced)
* Label each page - “Field Experience 12- Date - Teacher/Location”, “Field Experience 13 - Date - Teacher/Location”
* Poorly formatted or incomplete reflections will be returned for revision.
* An example reflection will be shared in class/blackboard/google
* Students may, but are not limited to reflect on the following:
  + What is the instruction, topic, format of instruction, etc.
  + What is the format of each activity?
  + How is technology used effectively?
  + What did you learn and/or insights did you gain from reviewing the teacher commentary?
  + What did you learn and/or insights did you gain from reviewing the corresponding instructional materials?
  + Discuss the content of the class as it relates to this course (i.e. Reading and Writing in the Content Areas: How does the teacher incorporate reading and writing effectively in the lesson? Measurement & Assessment: Discuss the modes of assessment and how they relate to what you are learning in this course. Are these assessments effective, according to our learning?)
  + How are instructional plans modified for regular face-to-face instruction?
  + How is the teacher monitoring students?
  + What are your thoughts about this format of online learning?
* As you become more skilled at writing reflections on classroom field experiences, you should increase the quality and quantity of reflecting on what you observe.  A reflection is not reporting what takes place in the classroom.  Rather, a high-quality reflection reflects on what is observed and comments on the quality, usability, key components, and observer’s critical review of the instructional practices.
* Example field experience reflections are provided on the following pages.

Field Experience 1 -  8/18/21 - Mrs. Janet/Jones Middle School

Fundamentals EDUC 3403

Rhonda Mitchell

Today I observed in a sixth grade Reading Classroom.   The learning target for the lesson was “Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”  In discussing the lesson plan Mrs. Janet shared much detail about the challenges of several students in the class.  Upon learning how many special education students and ELL students are in the class, I was excited to see how she would modify instruction to specifically help these students.  Her plan was to work with them individually and use some additional graphic organizers.  I was able to preview the graphic organizer.  I had not seen these specific graphic organizers before, but they looked as if they would be extremely helpful with the target students.

While observing the class, the teacher presented students with a video she created reviewing what informational text is and the different text features she wanted them to pay attention to. She had an article with photos, graphs, and text about the Coronavirus and asked students to read the text and text features. She then asked students to complete a quick write where she asked them questions about the purpose of the article. The teacher then asked students to determine what the central message was using text evidence and inferences to support their answer. She also had a Kahoot for students to do.

I think that the teacher chose an article that was appropriate for the age of the students and was meaningful because this is an issue that we are all dealing with today.  If I were to do this lesson, I would consider adding an assignment where the students could write a reflective journal entry at the end of the lesson asking if they agree or disagree with the articles points and perspectives and to share why they felt that way. I could use this as a formative assessment to see what students learned from the article and added to their own writing.

I really like the way that the teacher set up her classroom. She used color and Bitmojis as a way to increase interest and to engage all students. She used video, a current event article, graphic organizers, and a game to get students to learn about the standard she was teaching.  If I were to do this with my students, I would ask students to share their quick write answers with a partner allowing them to share and possibly revise their answers.  I would then share a quality set of answers with the class to share/model for students.  They could then do a self-assessment of the answers they and their partner completed.

*Final Evaluation of Student Field Performance*

To be used for evaluation of students completing the Stage 1 Field Experience Requirement in the following Education courses.   Students at this level have been admitted to the Teacher Education Program and completed Field Experiences in preparation for Student Teaching.

**Directions:** This evaluation form is to be completed by the cooperating classroom teacher to evaluate the student’s overall performance in the classroom based on the Kentucky Teacher Standards.

* Complete the evaluation form when the student has completed all field hours
* Check only the holistic score of student performance for each standard using the Scale below
* If there was not an opportunity to observe the standard, mark NA
* Make any comments for each standard that you believe will be helpful feedback to the LWC student

**SCALE:**

**4 – Exceeds Target:**  Candidate successfully completes all tasks assigned and overall performance exceeds targeted

expectation with some tasks exemplary.

**3 – Target:** Candidate successfully completes all tasks assigned and overall performance is at the target performance

level for an initial Field Experience, prior to admission to the Teacher Education Program.  Performance in

      completing tasks and meeting standards indicates the candidate has the ability, knowledge, skills, and dispositions

      to successfully complete the teacher preparation program.

**2 – Acceptable:** Candidate completes tasks and meets standard at a level appropriate for entry to the Teacher

Education program overall but there are areas where the candidate needs work and improvement.

**1 – Unacceptable:** Candidate does not complete the tasks or meet the standard at a level appropriate for entry to the

Teacher Education program.

**N/A – Does not apply**, not part of the classroom experience, or not observed.

**WHEN COMPLETED:**

* Sign the completed evaluation
* Return to LWC Division of Education within one week of the completed Field Experience
* Options for return - Scan and email/take a picture with your phone, text or email ([sappb@lindsey.edu](mailto:sappb@lindsey.edu); 859 496 8530)

**If you have questions, please email:**

* Dr. Brennon Sapp-Director of Field Placements
* Data Manager, Education Division Administrative Assistant
* Instructor for the course.

Thank you for working with the LWC Division of Education in the preparation of teacher leaders for the 21st Century.  We value your partnership.

*Evaluation of Non-Teaching Student Field Performance*

Please complete the following evaluation for the LWC candidate listed below by assigning a holistic score for each standard.  If you did not observe the student demonstrating the indicator, score the student a NA. Use your professional judgment in scoring the candidate.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LWC Candidate: |  | | LWC ID#: |  |
| Supervising Teacher: |  | | Date: |  |
| Placement School: |  | Grade Level/Subject: |  | |

**SCALE:** **3 – Target:** Candidate performance in completing tasks and meeting standards indicates the candidate has the ability,

knowledge, skills, and dispositions to successfully complete the teacher preparation program;

**2 – Acceptable:** Candidate completes tasks and meets standard at a level appropriate for teacher preparation program overall but there are areas where the candidate needs work and improvement;

**1 – Unacceptable:** Candidate does not meet the standard or complete the tasks at a level appropriate for the teacher program;

**N/A – Does not apply**, not part of the classroom experience, or not observed.

|  |  |
| --- | --- |
| **Please assign a holistic score for each of the following teacher dispositions:** | (3,2,1,NA) |
| **The LWC Candidate exhibits the following:** |  |
| 1. Is ethical and dependable |  |
| 2. Demonstrates behaviors appropriate for a role model for students |  |
| 3. Respects students as individuals |  |
| 4. Responds competently and maturely to all public-school students, faculty, and staff. |  |
| 5. Dresses appropriately |  |
| 6. Is dependable and reliable----on-time, present when scheduled, participates fully |  |
| 7. Acts in a professional manner. |  |
| Comments: | |
| What do you see as strengths of the teacher candidate? | |
| What are areas for growth? | |
| **Please respond to the following statements regarding the LWC’s field experience program.** | (3,2,1,NA) |
| 1. Members of the P-12 school staff and LWC staff members jointly assign candidates for their field experiences. |  |
| 1. Members of the P-12 school staff and LWC staff members jointly assume responsibility for the candidate’s field experiences. |  |
| 1. Members of the P-12 school staff and LWC staff members jointly assume responsibility for the assessment of the LWC candidate’s field experiences. |  |
| 1. Field experience activities allow the LWC candidate the opportunity to develop professionally as an educator. |  |
| 1. Field experience activities allow the LWC candidate the opportunity to develop content knowledge. |  |
| 1. Field experience activities allow the LWC candidate the opportunity to practice their teaching skills. |  |
| 1. Rate your overall experience with the field experience program this semester. |  |
| 1. The LWC field experience program had a positive effect on your school and your P-12 students’ learning. |  |
| Comments: | |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Cooperating Teacher Signature | Student Signature | Date |

**Lindsey Wilson College**

Final Evaluation of Teaching - Student Field Performance

To be used for evaluation of students completing the Stage 2 Field Requirement in the following Education courses.  Students at this level have been admitted to the Teacher Education Program and are currently completing Field Experiences in preparation.   Thank you for working with the LWC Division of Education in the preparation of teacher leaders for the 21st Century.  We greatly value your support.

**Directions:** This evaluation form is to be completed by the cooperating classroom teacher to evaluate the student’s overall performance in the classroom based on the Kentucky Teacher Performance Standards.  You may type in the document before you print it or you can print and then write directly on the document.

* Complete the evaluation form when the student has completed all field hours
* Provide a holistic score of 4-1 for student performance for each standard using the scale below
* If there was not an opportunity to observe the standard, note NA
* Please make comments for specific standards, strengths and areas for growth that you believe will be helpful feedback to the LWC student.  Specific feedback is essential to help our student candidates continue to improve.

**SCALE:**

**4 – Exceeds Target:**  Candidate successfully completes all tasks assigned and overall performance exceeds targeted

expectation with some tasks exemplary.

**3 – Target:** Candidate successfully completes all tasks assigned and overall performance is at the target performance

level for an initial Field Experience, prior to admission toTeacher Education Program.  Performance in

      completing tasks and meeting standards indicates the candidate has the ability, knowledge, skills, and dispositions

      to successfully complete the teacher preparation program.

**2 – Acceptable:** Candidate completes tasks and meets standard at a level appropriate for entry to the Teacher

Education program overall but there are areas where the candidate needs work and improvement.

**1 – Unacceptable:** Candidate does not complete the tasks or meet the standard at a level appropriate for entry to the

Teacher Education program.

**N/A – Does not apply**, not part of the classroom experience, or not observed.

**After Completion:**

* Sign the completed evaluation
* Return to LWC Division of Education within one week of the completed Field Experience.  You can do this by scanning the document and emailing it to cookm@lindsey.edu

**If you have questions please call or text 859-496-8530 to contact** Dr. Brennon Sapp, Field Placement Coordinator.  You are also welcome to contact the course instructor.

**Lindsey Wilson College**

Stage 2 Evaluation for Teaching in Field Experience

|  |  |  |
| --- | --- | --- |
| Observee (Student Name) | Student L# | Cooperating Teacher |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Placement School | Age/Grade Level | Content Area | Date |
|  |  |  |  |

Your input is vital to the LWC Division and our students as we strive to improve our program and continue to prepare Teachers as Leaders for the 21st Century. Please complete the following evaluation for the LWC candidate listed below by assigning a holistic score for each standard.

**Rubric:**  **4 – Exceeds Target:**  Candidate successfully completes all tasks with some tasks exemplary.

**3 – Target:** Candidate performance in completing tasks and meeting standards indicates the candidate has the ability, knowledge, skills, and dispositions to successfully complete the teacher preparation program;

**2 – Acceptable:** Candidate completes tasks and meets standard at a level appropriate for teacher preparation program overall but there are areas where the candidate needs work and improvement;

**1 – Unacceptable:** Candidate does not meet the standard or complete the tasks at a level appropriate for the teacher program;

**N/A – Does not apply**, not part of the classroom experience, or not observed.

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| **Standard 1-Learner Development** | **Rating** |
| The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, and emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.   * Outcomes represent rigorous and important learning in the discipline. * Outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. * Outcomes reflect several different types of learning and opportunities for coordination. * Outcomes take into account the varying needs of groups of students |  |
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| **Standard 2: Learning Differences** | **Rating** |  |
| The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.   * Teacher understands the active nature of student learning. * Teacher attains information about levels of development for groups of students. * Teacher purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. |  |  |
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| **Standard 3: Learning Environments** | **Rating** |  |
| The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. a) Support individual and collaborative learning; and b) Encourage positive and social interaction, active engagement in learning, and self-motivation.   * Teacher-student interactions are friendly, appropriate, and demonstrate general caring and respect. * Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. * Teacher responds successfully to disrespectful behavior among students. * The net result of the interactions is polite and respectful, but impersonal. |  |  |
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| Comments - Please note at least 1 specific area of strength displayed by the teacher candidate: | |  |
| Comments - Please note at least 1 specific area for growth for the teacher candidate to focus on in the future: | |  |
| **Standard 4:  Content Knowledge** | **Rating** |  |
| The teacher shall a) use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each b) Encourage positive and social interaction, active engagement in learning, and self-motivation.   * Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. * Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. * Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. |  |  |
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| **Standard 5:  Application of Content** | **Rating** |  |
| The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.   * The teacher clearly communicates instructional purpose of the lesson, within the broader learning, * Explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences. * Spoken and written language is clear and correct. * Teacher promotes the successful learning of all students, making minor adjustments as needed |  |  |
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| Comments - Please note at least 1 specific area of strength displayed by the teacher candidate: | |  |
| Comments - Please note at least 1 specific area for growth for the teacher candidate to focus on in the future: | |  |
| **Holistic Score for Standard 6: Assessment** | **Rating** |  |
| The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educators and learners decision making.   * Plan for student assessment is aligned with the instructional outcomes * Assessment criteria and standards are clear. * Assessment results are planned for use in future instruction. * Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress. * Students are aware of the assessment criteria; some of them engage in self-assessment * Questions, prompts, assessments are used to diagnose evidence of learning. |  |  |
| **Holistic Score for Standard 7: Planning for Instruction** | **Rating** |  |
| Shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community content.   * Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. * The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. * The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. |  |  |
| **Holistic Score for Standard 8: Instructional Strategies** | **Rating** |  |
| The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.   * The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, * Students display active intellectual engagement * The pacing of the lesson is appropriate. * Teacher asks students questions designed to promote thinking & understanding/creates genuine discussion * Teacher successfully engages students in the discussion, employing a range of strategies to ensure students are heard. |  |  |
| Comments - Please note at least 1 specific area of strength displayed by the teacher candidate: | |  |
| Comments - Please note at least 1 specific area for growth for the teacher candidate to focus on in the future: | |  |

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| **Student Disposition** | **Rating** |
| **1.** Is ethical and dependable in roles and responsibilities. |  |
| **2.** Demonstrates behaviors appropriate for a role model for students to reflect that teaching is important. |  |
| **3.** Learns about and respects students as individuals in order to positively affect student learning |  |
| **4.** Responds competently and maturely to all public school students, faculty, and staff. |  |
| **5.** Welcomes feedback and assessment of his/her teaching. |  |
| **7.** Isdependable and reliable----makes appointments, on-time, keeps appointments. |  |
| **8.** Completes the observations in a timely manner. |  |
| **9.**  Dresses appropriately. |  |
| **10.** Acts in a professional manner. |  |
| Comments:    *Attach a paper to this form if additional comments are needed beyond this allotted writing space.* | |

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| Cooperating Teacher Signature | Date | LWC Candidate Signature | Date |

Thank you for working with the LWC Division of Education in the preparation of Teacher Leaders for the 21st Century.  We value your partnership.

WHEN COMPLETED:  Sign and return to LWC Division of Education within one week by one of the following methods:

* Scan and attach to email to cookm@lindsey.edu
* Take pictures with your phone and text to 859 496 8530
* Student may return to LWC professor in sealed envelope

## The Practicum Experience

Practicum occurs in the same semester as and immediately prior to the candidate’s student teaching placement. The purpose of the practicum experience is to provide an in-depth exposure to a diverse P–12 classroom setting up to fifteen days of intense work in the Caverna Independent School District. The practicum provides the candidate the opportunity for high quality interaction and collaboration with public school students, faculty, administration, and staff. During the practicum experience, the candidates prepare and teach lessons, assess, reflect, make necessary changes, and support multiple students throughout the experience. It is expected that the candidates will be actively involved for the duration of the experience. Candidates will meet regularly after school hours with the course professor and site coordinators at Caverna to discuss the experience, ask questions, and receive feedback.

Due to the short duration of the experience, the candidate quickly begins interacting with students in the classroom. As the candidate becomes better acclimated to the classroom, he/she will, at the discretion of the classroom teacher become more involved, working with small groups, co-teaching, and assuming more of the classroom duties. Classroom routine, discipline techniques, organization and location of materials should all be noted and logged into a Field Experience Log.

The candidate is expected to be always reasonable and professional. The unit expects a level of performance and sense of responsibility commensurate with those who have advanced to this point in the education profession. The candidate should be cognizant of the fact that he/she is a representative of the unit and the Caverna School District. The candidate shall adhere to the expectations of the community and college in regard to appropriate dress, grooming, and social behavior.

Professional dress is expected of all candidates:

* dress pants, skirts, or dresses are required
* belts or suspenders are to be worn on clothes with loops
* shirts should have sleeves and collars
* attire should be professional and modest (not too revealing)
* midriffs or lower backs should be always concealed
* body piercing(s) should be removed and/or not visible
* tattoos should be concealed to avoid distraction
* avoid gang associated attire such as ‘color’ bandannas or ‘sagger’ pants;
* caps or hats should not be worn
* jeans are not acceptable
* any look, style, or dress that disrupts the school process should be avoided
* any modeling of looks or attire that is deemed inappropriate by the school or school district.

\*Inappropriate dress could result in the student teacher’s removal from student teaching. In summation, the student teacher should be sensitive to the social norms of his/her placement school(s) at all times.

Cell phones should not be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

It is expected that the candidate will be in his/her assignment location at the time designated by the cooperating teacher and/or the Building Administrator. If a candidate is absent, he/she is required to notify the school site coordinator, the college adjunct professor and the coordinator of field and clinical practice as soon as possible, but no later than the official beginning time of the school day. Any absence could result in the extension of the practicum experience for the candidate.

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**Record of Practicum Field Experience**

* Candidates must document a record of their practicum field experience hours utilizing the same “Record of Field Experience” as utilized throughout their program. This document is to be returned to the practicum professor, who will review and submit to the division.
* Candidates must document a record of their practicum field experience hours with the Educational Professional Standards Board (EPSB) utilizing KFETS. This is only required up to 200 total hours for the candidates entire pre student-teaching requirement.
* Candidates must document reflections of their practicum experience throughout the experience. The specific focus of these reflections will be directed by the practicum professor for each semester.

**Evaluation of Practicum Field Experience**

* Candidates will receive ongoing formative feedback from the teachers which they are placed as well as from the practicum professor.
* Candidates will receive a grade for practicum from the practicum professor based on the guidelines described in the practicum syllabus.
* At the end of practicum, supervising teachers will complete an “Evaluation for Teaching in Field Experience” (see page 28-30) to be shared with the student and education unit.