



LINDSEY  
WILSON  
UNIVERSITY

EDUCATION

EDUCATION DIVISION • CERTIFICATION PROGRAMS

# FIELD EXPERIENCE HANDBOOK

## Teacher Education PROGRAM

*Teacher as Leader for the 21<sup>st</sup> Century*

Academic Year 2025-26

The regulations, requirements, and criteria contained in this Handbook apply to the 2024-2025 academic year only.

210 Lindsey Wilson Street • Columbia, Kentucky 42728  
(270) 384-8159

## Table of Contents

|  |           |
|--|-----------|
| <b>Introduction to LWU Field Experience.....</b>                             | <b>3</b>  |
| <b>Field Experience Policy.....</b>  | <b>4</b>  |
| <b>Stage 1 (Pre-Entry) Experiences.....</b>                                  | <b>5</b>  |
| <b>Stage 2 (Professional Preparation) Experiences.....</b>                   | <b>6</b>  |
| <b>Stage 1 and Stage 2 Guidelines for Field Experiences.....</b>             | <b>7</b>  |
| Directions for completing field experience:.....                             | 7         |
| Dates for Fall 2025.....   | 7         |
| Dates for Spring 2026.....   | 7         |
| Directions for Field Experiences in the Classroom Setting:.....              | 8         |
| Professional Behavior Requirements.....                                      | 8         |
| Professional Dress.....  | 9         |
| Food and Drink.....  | 9         |
| In Classroom Behavior.....   | 9         |
| Confidentiality .....  | 9         |
| Other Guidance for Field Experience Placements.....                          | 10        |
| Documenting Field Hours.....   | 10        |
| Field Experience Hours for Students:.....                                    | 10        |
| Reflection Requirements/Turning in Hours.....                                | 10        |
| Uploading To KFETS:.....   | 11        |
| Student Field Experience Reflections Guidelines.....                         | 12        |
| Example 1.....   | 13        |
| Example 2.....   | 14        |
| General Field Experience Information.....                                    | 15        |
| <b>Policies and Procedures.....</b>  | <b>16</b> |
| Class Absences.....  | 16        |
| Cell Phone Policy.....   | 17        |
| Audio and Video Recordings.....  | 17        |
| Privacy Policy and Social Media.....   | 17        |
| Interactions with P-12 Students and Teachers.....                            | 17        |
| Incomplete Field Hours.....  | 18        |
| Artificial Intelligence (AI tools e.g., Chat GPT).....                       | 18        |
| <b>Required Field Experiences By Course.....</b>                             | <b>19</b> |
| Field Experience and Clinical Practice Hour Requirement by Course.....       | 21        |
| <b>Field Experience Forms &amp; Documents.....</b>                           | <b>22</b> |
| Information for Field Placement Form: EDUC 2123 The Teaching Profession..... | 23        |
| Information for Field Placement Stage 1 & 2.....                             | 24        |
| 21st CCLC After School Program Lesson Plan.....                              | 26        |
| Agreement for Field Placement.....   | 29        |
| Stage 1 and 2: Record of Field Experience Hours.....                         | 30        |
| Evaluation of Non-Teaching Student Field Performance.....                    | 33        |
| Final Evaluation of Teaching - Student Field Performance.....                | 35        |
| Stage 2 Evaluation for Teaching in Field Experience (Cont.).....             | 36        |
| <b>The Practicum Experience.....</b>   | <b>46</b> |
| Stage 1 and 2: Record of Field Experience Hours.....                         | 48        |

## ***Introduction to LWU 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, experience working with students from various ethnicities and levels of language learning, and participate in varied aspects of the P-12 school setting. In addition, you will be able to take the information from your course work including theories of learning, methods for teaching, concepts of student development, and strategies for assessment, and immediately see these in action in the classroom setting. As an education program, we believe integrating coursework and field experience will enhance your growth as a teacher.*

*The Stage Field Experience will tailor your P-12 classroom involvement with your level of expertise and preparation. It 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 world 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 caregivers 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-Pre Entry

Stage 2 Field Experience and Practicum Experience- Professional Preparation

Field placements for Stages 1 & 2 are made by the Field Experience Placement Coordinator in consultation with the course instructor, the School-Based Placement Coordinators, and the Director of Education. Placements may be made outside of Adair County necessitating travel. Lindsey Wilson Education Division does not provide transportation or transportation costs. Transportation to field placements is the student's responsibility. Students may contact Public Safety at (270) 634-1147 to arrange transportation if needed.

## ***Stage 1 (Pre-Entry) Experiences***

Stage 1 (Pre-Entry) candidates are those students in the Teaching Profession, Fundamentals of Secondary Education, and Fundamentals of Elementary and Middle Grades Education courses.

The intent of the Initial Field Experience is to provide the pre-service teacher with the opportunity to:

1. Explore teaching as an appropriate career choice;
2. Explore teaching at the elementary, middle, and secondary levels;
3. Become familiar with the school environment, the responsibilities of the classroom teacher, the management of the classroom, and the process of instruction;
4. Observe and assist in the classroom under the supervision of an experienced classroom teacher who will model the planning, instructional, and assessment processes;
5. Experience diverse education settings for English Language Learners and ethnic diversity;
6. In the initial Field Experience candidates will participate in a variety of authentic tasks:
  - Observe the classroom teacher to learn instructional strategies, creating a classroom climate, management skills, and assessment strategies
  - Observe and reflect on instruction for English Language Learners
  - Observe a Site Based Council and a School Board Meeting
  - Tutor students or work with small groups in the Hispanic/Latino after school programs
  - Assist in the classroom with:
    - clerical duties
    - scoring/grading formative and summative assessments
    - constructing instructional materials
    - reading or telling stories
    - Co-teaching: \_\_\_one teach, one observe; \_\_\_one teach, one assist
    - leading opening exercises
    - escorting the class, a group, or individual
    - organizing a display
    - using technology in an instructional activity
    - giving directions for assignments

## ***Stage 2 (Professional Preparation) Experiences***

Stage 2 (Professional Preparation) candidates are students who have been admitted into the education program and are completing the required program of studies for the major in preparation for the student teaching / clinical semester (Stage 3).

The purpose of the second stage in-depth field experience after program entry is to give the education candidate the opportunity to apply what is learned in the education course to a classroom experience in a variety of P-12 settings with diverse learners. These experiences are coordinated with candidate coursework to provide the candidates the opportunity to:

1. Work under the supervision of an experienced classroom teacher who will cooperate in guiding the candidate's field experience to incorporate coursework.
2. Implement, reflect, and refine content learned in education courses
3. Assist the P-12 classroom teacher in classroom instruction
4. Complete classroom instructional and clerical duties as directed by the P-12 classroom teachers outlined in the course syllabus
5. Experience teaching responsibilities beyond classroom instruction through interaction with families, participation in a professional learning community, and experience with family school resources.
6. Participate in a variety of in-depth authentic experiences to prepare for student teaching. The experiences will include:
  - Initial Observations
  - Assisting classroom teachers
  - Analyze the classroom contextual factors and design instruction to meet student needs incorporated in a unit of study (see "Course Field Experience Requirements")
  - Collaborate with the classroom teacher to differentiate instruction to meet the needs of a student (EDUC 3143 The Exceptional Learner/PHED 3143 Adaptive Physical Education P-12)
  - Co-teaching: \_\_\_one teach, one observe; \_\_\_one teach, one assist; \_\_\_ station teaching; \_\_\_ alternative teaching; \_\_\_ parallel teaching; \_\_\_ team teaching
  - Teach a full lesson that is video recorded, reflect on the instruction, and revise the lesson to enhance student learning
  - Professional participation:
    - Attend school board or school (site) base council
    - Interaction with families of students
    - Opportunities to assist teachers or other school professionals
    - Participate in school-based professional learning community
    - Observation in related agencies
    - Student Tutoring
  - Experiences with:
    - Diverse Populations
    - English Language Learners
    - Limited English Proficiency
    - Special Education
    - Gifted
  - Reflect on the field experience through digitally written log entries that require analysis, synthesis, and evaluation of the candidates experience and insight to teaching.

## ***Stage 1 and Stage 2 Guidelines for Field Experiences***

Public school partners provide a service to Lindsey Wilson University by allowing candidates into-classrooms 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 2025**

- Sept 4 th /5 th - Field Placements assigned (info emailed to/from students)
- Sept 16 th /17th- Students will have meet with their collaborating teacher at the school, reviewed expectations and turned in the agreement form
- Oct 15 th /16 th - Complete the first third of hours of field experience hours documented in Shared Google Drive and KFETS
- Nov 5 th /6 th - Complete two thirds of field experience hours documented in Shared Google Drive and KFETS
- Nov 24 th /25th- 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 2026**

- Jan 23- Field Placements assigned (info emailed to/from students)
- Jan 29/30- Students will have meet with their collaborating teacher at the school, reviewed expectations and turned in the agreement form
- Feb 26/27- Complete the first third of hours of field experience hours documented in Shared Google Drive and KFETS
- March 26/27- Complete two thirds of field experience hours documented in Shared Google Drive and KFETS
- April 23/24- 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

2. Complete all field hours required in each course in the semester the course is taken. Failure to complete course field assignments and field requirements will result in a grade of "0" for those experiences and loss of course points for that section of the field experience. All field assignments will be graded and figured into the course grade. Failure to meet these field requirements will result in a lower grade for the course. State regulation requires that all requirements for the field experience and 200 hours must be completed before candidates begin the student teaching experience. Failure to complete required course field hours will prevent students from entering the education program or beginning student teaching.
3. Complete the assignment for **21st Century** Camp visits (Casey {ACPC}, Safari {ACES}, Arrow {ACMS}) after school programs at Adair County Public Schools as directed by the course instructor, the LWU coordinator, and the 21st Century Program Coordinators. All 21st Century Camp sessions will include:

- 2 1/2 hours per visit
  - a camp-specific lesson plan sheet for the session
  - required reflection logs on the experience
  - signed form on the day of candidate participation to return to the course instructor
4. For tutoring experiences, follow the schedule as directed by the course instructor. If the candidate is ill or has another emergency and cannot meet for the scheduled tutoring session, the candidate must contact the appropriate person in advance to make other arrangements for the pupil.

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

1. When the field placement assignment is posted and assigned by the course instructor, the teacher candidate must:
  - a. Contact the classroom teacher within 48 hours to schedule a meeting. You may do this by email first. If they do not respond to your email (give them at LEAST 48 hours), then you may call or go visit the school before or after school and talk with them.
  - b. Meet 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.
  - c. Obtain the classroom teacher's preferred method of contact/email and phone number
  - d. Confirm with your course instructor the field experience placement, scheduled date for the first meeting, and contact information for the P-12 classroom teachers.
2. On the first visit to the school as a teacher candidate you should:
  - a. Wear the LWU ID, or wear the ID provided by the school.
  - b. Report to the main office, introduce yourself, and determine procedures for signing in and out on visits. The instructor/Coordinator of Field Placement will check the sign-in/out logs and talk with the cooperating teacher if there seems to be a discrepancy or concern.
  - c. Introduce yourself to the principal if appropriate.
  - d. Have a planning conference with the teacher to discuss the assignments and finalize the 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:
  - a. Give the teacher a copy of the Field Experience Packet for the specific course that includes:
    - i. Letter to the Teacher from the Field Coordinator and course instructor
    - ii. Guidelines for Field Experience including assignments to be completed for the course
    - iii. Field Experience Evaluation Form specific to the course
  - b. 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
  - c. 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.
  - d. Have the classroom teacher sign the placement agreement form. The classroom teacher may mail/email to the course instructor **or** the teacher candidate can hand deliver to the course instructor within one week of the assignment.
  - e. 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 to enhance your knowledge and skills as a preservice teacher. As such you should conduct yourself in a professional manner that enhances their impression of you and Lindsey Wilson University. During 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 University. All actions should reflect favorably on you and Lindsey Wilson University.

## **Professional Dress**

For all field experiences, teacher candidates are expected to **dress professionally** as defined by Lindsey Wilson University 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:

- o **Shall:**
  - be polite, professional, and courteous.
  - be well groomed with clothes that are clean and pressed.
  - avoid excessive jewelry and highly fragrant perfumes.
  - take notes using pencil and paper.
- o **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.
  - earbuds, cellphones, computers in classrooms

\*If you have questions about dress, ask your instructor 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 & vape 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.

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 LWU policy will be grounds for dismissal from class.

## **Confidentiality**

Maintaining the 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 weeks after 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.
- LWU candidates cannot do field experience until cleared and assigned by Lindsey Wilson University'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

### Field Experience Hours for Students:

- Field Experience hours for all students will be completed in person at school placements organized and assigned by LWU 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 LWU placement coordinator and will be accessible on the bulletin board outside of room 206 and/or your instructor/professor will post a digital copy in Blackboard if they so choose.
- An hour of observation 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. You do not need to attend "class periods" but visit for an hour at a time so that you get your expected hours entered and logged accordingly. If you observe for 55 minutes, round up to one hour on your hour log. If you observe for 45 minutes, log 45 minutes, then stay an hour and 15 minutes at another time.

### Reflection Requirements/Turning in Hours

Each instructor has created a [Google ShareDrive](#) for your course. In that drive, you will:

- Set up a folder within the shared drive with your name as the title (If not already established)
- For each hour of field experience, upload a **reflection** (reflection must be complete, quality, formatted, and named correctly - see example below) to your course **Google Share Drive** at each checkpoint
- Upload a screenshot from **KFETS** of all hours to **Blackboard** at each checkpoint
- Record of Field Experience Hours, reflections, and hours documented in KFETS MUST MATCH or they will be returned to the student and points deducted.
- Hour logs will be submitted to instructors in paper form or to Blackboard at each checkpoint (instructor choice).
- **On November 19/20 (Fall) or APRIL 16/17 (Spring), SUBMIT HARD COPY (PAPER) of HOUR LOG AND KFETS PRINT OUT to instructor for a grade to be approved, recorded and placed in your permanent file.**

### Uploading To KFETS:

- <http://www.epbs.ky.gov/>
- Click on the green KECS System
- Log In
- Click on Profile
- Scroll down, on the left, click Field Experience Record
- Click blue “add new” button
- Follow directions
- You may observe and log up to 3 hours at a time
- **For classroom observations, YOU MUST ATTACH your reflection as a word document if you are adding more than one page of reflection.** Your KFETS log will be returned to you if you submit more than one hour and paste a reflection into the box (as it will only hold a limited number of characters and not the 3 page minimum for 3 hours of reflection)

## Student Field Experience Reflections Guidelines

- A one hour field written reflection of an **observation** shall include:
  - Select two to three things you observed that stuck with you, that you want to remember, that you think went well, that are best-practice, research-based, or you would like to do differently in your classroom
  - Write 2-3 sentences describing the first observed strategy, tool, idea or pedagogy
  - Support with 2-5 sentences of information from your coursework (connect it to the course you are writing the reflection for)
  - Reflect on how you would utilize this information, strategy, tool, pedagogy in your future classroom
  - Repeat this process until you have written your one-page reflection for the field experience you are working on
  - This should equal at least 3 paragraphs, 4-8 sentences per paragraph
- 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 lesson plan, **re-write it in the LWU lesson plan template** and clearly state that it is not a lesson plan that you wrote.
- 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 minimum. That is the expectation.
- Label each page with name, date, and LWU 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.
- 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. (see requirements above in "Student Reflection Requirement Guidelines")
- Example field experience reflections are provided on the following pages.
  - Reflection is not a summary
    - Select two to three things you have observed that you want to add to your "teacher toolbox"-target ideas from the class you are observing for (ex: Fundamentals, Reading & Writing, Exceptional Learner)
    - Describe one of those observations in one to three summary sentences
    - Support that idea with things that you have learned from the class you are observing for three or more sentences
    - Repeat with the next observed idea

### ***Example 1***

Field Experience Reflection #23, 11/23/2021 -Mrs. Jones Class ACHS  
Reading and Writing in the Content Area, EDUC 3523  
Jon Summers

Today I observed a high school Social Studies classroom that was working toward expressing prior knowledge about types of governments. The teacher modeled the roles in a group brainstorming and supported student newcomers to the United States to brainstorm and write on a poster what they know about a specific type of government using a picture to analyze and their preparation notes written in their home languages. An important thing to note in the teaching of social studies is the fact that some students may come from countries with different government organizations, beliefs, customs, and characteristics than the one they are in now. Teaching with this in mind is important so that students are able to learn from an unbiased perspective with no favor placed toward one or the other. The last thing I want to do as a teacher is offend students who are not from America because of teaching the history of the world. This teacher modeled how to do that effectively.

An interesting part of this class today was that the teacher shared the challenges to instruction. I found this incredibly helpful. The teacher said that some of the students could not communicate in English, and their language was not accessible on the program they used during the lesson.. Additionally, two students from the Congo were victims of violence in their home countries and are both suffering from Post-Traumatic Stress Disorder. Nine of the students are also refugees, and three crossed the border as unaccompanied minors. I am often amazed by what students are going through outside of school. The best teachers get to know their students so that they may understand student behavior. Holding high expectations for these students and helping them obtain the tools they need to succeed is so important. Additionally, knowing that these things are going on in their lives and helping them through it is the responsibility of the teacher and is important to keep these things in mind when planning for instruction.

## ***Example 2***

Field Experience 1 - 3/3/22- Jess Killman/ Jamestown Elementary  
Teaching Reading & Language Arts P-5 EDUC 3223  
Kelly Biggs

During today's observation, the content the students learned was abbreviations. As students got out their materials and the teacher was passing out the papers, she started asking questions about abbreviations. This is what we learned when writing lesson plans about the importance of reviewing and previewing to activate prior knowledge to get students thinking about the topic and activate their schema so they can learn more easily. In Fundamentals, I did not really understand review and preview, but watching teachers model this while they are introducing the lesson or teaching new content, makes sense to me now. I see why it is important to plan for and how easy it really is to simply ask questions, show pictures, play a song, or perform movements to get students to think about a topic they already know something about. This will help them learn what I am about to teach them easier.

Another part of the lesson I observed that I found helpful was when the teacher had students get out their writing journals. They use their journals to take notes on the new content that the teacher teaches them. The teacher gave students colored pieces of construction paper in different colors to introduce new prefixes to them to glue in their notebooks. We learned that colors are important to help some students remember information. The journals and the cards help engage the students in learning and give them a reference, like an anchor chart, to look back on when they are working, so they can master the material during practice, before a formative or summative assessment. These are low-cost and high-leverage practices that I can use in my classroom that will keep students engaged, lower classroom behavior problems, and help students learn and master the material with just a little preparation from me.

## General Field Experience Information

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 four designated times during the semester listed in the syllabus. Reflection logs must be completed for all field experiences including 21st Century after-school programs, meetings, field trips, and course activities working with students and parents.
3. Record accurately and promptly all field hours in the Kentucky Field Experience Tracking System (KFETS), which is the Education Professional Standards Board KECS database, as directed by the course instructor.
4. Candidates must do all the hours required in each professional education class. Extra 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.
5. Substitute teaching hours may not count for field experience hours.
6. Field experience must be complete by November 19 (Fall semester) or April 12 (Spring semester) unless special permission is given by the class instructor (candidates observing in Adair County must be finished by the dates given. It is recommended that all professional education instructors follow these dates for other counties as well unless extenuating circumstances exist).
7. Candidates must turn in to the Lindsey Wilson University course instructor by assigned dates the following:
  - a. 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.
  - b. The final “Record of Field Experience Hours” completed in its entirety will be submitted by November 19 or April 12 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;
  - c. A completed “Field Experiences Log” for each clock hour or block recorded on the “Record of Field Experience Hours” will also be submitted by November 30 or April 30 according to the course instructor’s directions. The course instructor can require that logs be revised for the final submission; and
  - d. An “Evaluation of Field Experience” form completed by each teacher in each placement by the final date (Nov. 30 or April 30). 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 collect the completed forms, check for accuracy, and then turn all forms into the Division Data Manager ([Educ.Data@lindsey.edu](mailto:Educ.Data@lindsey.edu)) so that they may be recorded. If you have questions, please contact the Coordinator of Field Placement 270-384-8165.

---

## ***Policies and Procedures***

---

The Policies and Procedures of the Division of Education 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 University 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 University 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 the completion of missed class work due to an authorized absence within a reasonable (defined by the instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) places 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 purposes such as students responding on a website, used as a timer, or used as an assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher. **Note:** Each school has their own cell phone policy for both students and teachers. Check with your cooperating teacher before planning on incorporating personal devices in a 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 LWU 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 Division, 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 incidents that occur in public schools, classrooms, or clinical situations 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 the KY Code of Ethics and FERPA regulations for student/faculty privacy.

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

Lindsey Wilson University education students are in the schools as guests of the school system. The school is a workplace for teachers and administrators, as well as 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 met initially during the field experience. All interactions 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**

Students will not receive credit for field hours until all hours have been entered in KFETS and approved by the LWU course instructor. Failure to upload all field hours in KFETS will result in an incomplete grade for the course. Outstanding work must be submitted within two weeks of the end of the semester or the incomplete grade becomes an “F”.

### **Artificial Intelligence (AI tools e.g., Chat GPT)**

In your education courses, students and instructors may utilize AI tools, such as GPT (Generative Pre-trained Transformer), to enhance learning experiences and explore innovative educational approaches. These tools can assist in generating content, facilitating discussions, and promoting critical thinking. It's important to adhere to the following guidelines when using AI tools within the classroom:

- **Learning Enhancement:** The use of AI tools aims to supplement and enhance our educational activities. AI-generated content can serve as a starting point for discussions, reflections, and creative endeavors.
- **Critical Thinking:** While AI tools can provide insights and suggestions, they should not replace the development of critical thinking skills. Evaluate and analyze AI-generated content thoughtfully, and engage in meaningful discussions to deepen your understanding.
- **Ethical Use:** When using AI tools, maintain ethical standards and respect copyright and plagiarism guidelines. Properly attribute AI-generated content if it contributes to your work.
- **Active Participation:** AI tools are intended to support your learning journey, but they do not replace your active participation in class discussions, assignments, and activities. Your unique perspectives and insights are integral to our learning community.
- **Open Dialogue:** Feel free to discuss your experiences, challenges, and successes with using AI tools in the classroom. We encourage an open dialogue about the benefits and limitations of these tools.
- **Observation Reflections:** With the exception of grammar and spell-checking software, AI tools should not be utilized when writing observation reflections. Reflections are personal accounts meant to be written in the student’s voice. These reflections should not be processed, evaluated, or generated utilizing AI tools.

By adhering to these guidelines, students and instructors can create a collaborative and enriching classroom environment where AI tools contribute to our exploration of educational concepts. If the student has any questions or concerns about the use of AI tools, please communicate with your instructor.

## ***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 as well as group to local FRYSC locations

### **EDUC 3403 Fundamentals of Secondary Education**

Field experience will include tutoring, observing a site-based counsel and one school board, immersion working with ELL students, participation in a family night and 12 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, immersion working with ELL students, participation in a family night and 12 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 the differentiation of instruction.

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

Twenty-Five hours of field experience in a reading classroom at the primary (P-5) level which includes participation in a professional learning community. Literacy lab pilot study is being conducted in the spring of 2024 where candidates will progress monitor and work with students in small groups and one-on-one. Candidates will also train with ELL teaching in elementary setting and then work with ELL students to apply strategies learned.

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

A field experience of fifteen hours is required. Candidates will complete eight hours in an elementary math placement and two hours participating in an event with students and families. Five hours are completed with 21st Century after-school programs.

### **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. Candidates will also visit Geo-International School and work with ELL students to apply strategies learned.

### **EDUC 2613 Art Education 6-12**

Thirty-Five hour field experience provides opportunities to assist a middle and high school classroom teacher and includes a video-taped 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 3123 Principles of Lifelong Learning**

Ten (10) hours of field experience are required in the placement with an emphasis on a case study. See instructor for more details.

### **EDUC 4103 Measurement and Assessment**

Fifteen (15) hour placement observation with emphasis on work with multiple levels/types of assessment data and analysis (school/district/state/national).

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

Candidates will complete hours in an elementary science classroom, at Family Night Out, and at 21st-century after school programs leading science-based activities for a total of ten (10) 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 10 field hours in P-5 settings. These include the Living History Museum, Family Night Out, hours in an assigned 5<sup>th</sup> grade social studies classroom, and work with 21st Century after school programs.

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

Middle grade 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-five 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-five 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: visit to Family Resource Center, tutoring, interaction with families, and school-level tutoring programs. 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: visit to Family Resource Center, tutoring, interaction with families, and school level tutoring programs. 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 are provided with specific field experiences focusing on teaching methods, strategies and assessments for diverse classroom populations. Candidates observe a variety of teaching methods and strategies for a diverse classroom population which include visits to the 4<sup>th</sup> largest school district in Kentucky, an International School, a STEAM Academy, and a Large Alternative School with Multiple Alternative Programs. Candidates 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 Physical Education/Health Curriculum & Methods for Elementary P-5**

P-5 students require 2.5 field experience hours at 21st Century after school programs and in a classroom setting. PE/Health students require 5 field experience hours

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

Twenty (20) hours of field experience which includes 21st Century after school programs, middle grades and a secondary placement. A lesson will be planned, taught and video taped. Participation in a professional learning community included. Candidates will work actively with mentor teachers by assisting in instruction and co-teaching.

**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.

**Field Experience and Clinical Practice Hour Requirement by Course**

| Field and Clinical Practice Prior to Student Teaching | P-5 | 5-9 | 8-12 | PE/HLT | Art |
|---|-----|-----|------|--------|-----|
| EDUC 2123 The Teaching Profession                     | 10  | 10  | 10   | 10     | 10  |
| EDUC/ART 2613 Art Education                           |     |     |      |        | 35  |
| EDUC 3123 Principles of Lifelong Learning             | 10  | 10  | 10   | 10     | 10  |
| EDUC 3143 Intro Except. Child                         | 10  | 10  | 10   |        | 10  |
| EDUC 3223 Teaching Reading and LA                     | 25  |     |      |        |     |
| EDUC 3233 Methods/Mat in Math                         | 15  |     |      |        |     |
| EDUC 3403 Fundamentals of Secondary Education         |     |     | 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  |
| EDUC 4103 Measurement and Assessment                  | 15  | 15  | 15   | 15     | 15  |
| EDUC 4243 Methods/Mat in Science                      | 10  |     |      |        |     |
| EDUC 4253 Methods/Mat in Social Studies               | 10  |     |      |        |     |
| EDUC 4263 Classroom Management                        | 30  | 30  |      |        |     |
| EDUC 4333 Curriculum & Methodology Middle             |     | 35  |      |        |     |
| EDUC 4433 Curriculum & Methodology Secondary          |     |     | 35   |        |     |
| EDUC 4463 Classroom Management                        |     |     | 30   | 30     | 30  |
| EDUC 4603 Practicum-----CLINICAL HOURS                | 40  | 40  | 40   | 40     | 40  |

|   |            |            |            |            |            |
|---|------------|------------|------------|------------|------------|
| PHED 2012 Injury Care for Coach and Trainer                                 |            |            |            |            |            |
| PHED 3143 Adaptive Physical Education                                       |            |            |            | 20         |            |
| PHED 3203 Physical Education/Health Curriculum & Methods for Elementary P-5 | 5          |            |            | 5          |            |
| PHED 4023 Methods/Mat in PE and Health                                      |            |            |            | 20         |            |
| <b>TOTAL HOURS PRIOR TO STUDENT TEACHING</b>                                | <b>200</b> | <b>200</b> | <b>200</b> | <b>200</b> | <b>200</b> |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| EDUC 4600 Supervised Student Teaching (455 hours, 70 days) | 70 | 70 | 70 | 70 | 70 |
|--|----|----|----|----|----|

## ***Field Experience Forms & Documents***

Below are required documents and forms necessary for field experience requirements. Forms should be completed and submitted to the appropriate office in the education division for record-keeping and data management purposes. Please pay close attention to the headings and directions provided on each document to determine the appropriate use of the document in the stage.

Questions about the documents can be addressed to the course instructor, data manager, field placement coordinator or director of the division.

Data Manager Email: [educ.data@lindsey.edu](mailto:educ.data@lindsey.edu)

## Information for Field Placement Form: EDUC 2123 The Teaching Profession

Please complete this form and return by August 1st , in order to receive your field placement.

Name \_\_\_\_\_ L# or SSN#: \_\_\_\_\_

List the area (elementary, middle or high school) you are interested in teaching \_\_\_\_\_ Grade level if elem. or middle \_\_\_\_\_

If middle or high school, what is the subject area you would like to teach? \_\_\_\_\_

Transportation to all field placements is the responsibility of the Student. However, if transportation is an issue in your field experience assignment, please explain here and be specific: \_\_\_\_\_

School District and School Preference: \_\_\_\_\_

**Please fill in your schedule below. If you are planning to work, please include those hours as well as all SPORTS PRACTICE Times.**

| TIME             | MONDAY | WEDNESDAY | FRIDAY |
|------------------|--------|-----------|--------|
| 7:30 – 8:20 AM   |        |           |        |
| 8:30 – 9:20 AM   |        |           |        |
| 9:30 – 10:20 AM  |        |           |        |
| 10:30 – 11:20 AM |        |           |        |
| 11:30 – 12:20 PM |        |           |        |
| 12:30 – 1:20 PM  |        |           |        |
| 1:30 – 2:20 PM   |        |           |        |
| 2:30 – 3:20 PM   |        |           |        |
|                  |        |           |        |

| TIME             | TUESDAY | THURSDAY |
|------------------|---------|----------|
| 8:00 – 9:15 AM   |         |          |
| 9:30 – 10:45 AM  |         |          |
| 11:00 – 12:15 PM |         |          |
| 1:00-2:15 PM     |         |          |
| 2:30 – 3:45 PM   |         |          |
| 4:00 – 5:15 PM   |         |          |
| 5:30-8:00 PM     |         |          |

Based on this information, you will receive your Field Assignment the first week of class. This is part of the course work and is considered part of your grade.

## Information for Field Placement Stage 1 & 2

Please complete this form and return by \_\_\_\_\_ in order to receive your field placement.

Name \_\_\_\_\_ L# : \_\_\_\_\_

### Course Requiring Observation Hours:

LWU Course Number & Name: \_\_\_\_\_

Total Hours Required: \_\_\_\_\_ LWU Professor for this class \_\_\_\_\_

**Circle** the appropriate choice based on your major

#### Major/Level

P-5

5-9 (*Also circle your content*)

8-12 (*Also circle your content*)

P-12 Art

P-12 PE& Health

#### Middle Grades 5-9 Content Choices

Social Science

English

Science

Mathematics

#### Secondary 8-12 Content Choices

Biology

English

Social Science

Mathematics

### Special Requirements for course:

**Mark all that apply**

☐ Diverse ethnic population ☐ ELL ☐ Tutor ☐ Professional Learning Community

☐ Observe ☐ Assist Teacher ☐ Co-teach ☐ Solo Teach

☐ Video teaching

Transportation to field assignments is the responsibility of the student. However, if transportation is an issue in your field experience assignment, please explain. **Be specific:**

---

---

---

---

### School District and School Preference:

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(3) \_\_\_\_\_ (4) \_\_\_\_\_

**List all schools, grade levels, and content areas where you have previously completed field experiences or observations:**

| School | Grade Level | Content Area | Please Indicate "yes" if you taught a video lesson in this placement.<br>Leave blank if not applicable. |
|--------|-------------|--------------|---|
|        |             |              |   |
|        |             |              |   |
|        |             |              |   |
|        |             |              |   |
|        |             |              |   |
|        |             |              |   |

The coordinator of field placement/student teaching makes all placements in the current semester. Previous placements do not carry over to the next semester. Failure to comply with these guidelines will result in loss of field placement hours accrued by the candidate.

**All Field Placements are to be completed by April 17 for the spring semester or November 20 for the fall semester.**

Rita Marshall, Coordinator of Field Experience, marshallr@lindsey.edu Goodhue 100

**COMPLETE BOTH SIDES THIS FORM AND SUBMIT TO COURSE PROFESSOR OR AS INSTRUCTED TO FIELD PLACEMENT OFFICER**



**Fill in your schedule below. Please include all work and sports practice hours**

| TIME             | MONDAY | WEDNESDAY | FRIDAY |
|------------------|--------|-----------|--------|
| 7:30 – 8:20 AM   |        |           |        |
| 8:30 – 9:20 AM   |        |           |        |
| 9:30 – 10:20 AM  |        |           |        |
| 10:30 – 11:20 AM |        |           |        |
| 11:30 – 12:20 PM |        |           |        |
| 12:30 – 1:20 PM  |        |           |        |
| 1:30 – 2:20 PM   |        |           |        |
| 2:30 – 3:20 PM   |        |           |        |
| 3:30-4:20 PM     |        |           |        |

| TIME             | TUESDAY | THURSDAY |
|------------------|---------|----------|
| 8:00 – 9:15 AM   |         |          |
| 9:30 – 10:45 AM  |         |          |
| 11:00 – 12:15 PM |         |          |
| 1:00-2:15 PM     |         |          |
| 2:30 – 3:45 PM   |         |          |
| 4:00 – 5:15 PM   |         |          |
| 5:30-8:00 PM     |         |          |

**Based on this information, you will receive your Field Assignment the first week of class. This is part of the course work and is considered part of your grade.**

## 21<sup>st</sup> CCLC After School Program Lesson Plan

|  |                            |
|--|----------------------------|
| Date of Lesson: TBD                              | Activity Leader(s):        |
| Grade Level(s):                                  | 21st Century Class Name:   |
| Duration: 45 minutes                             | Title of Lesson:           |
| Learning Goals or I Can Statements:              | 1. I Can...<br>2. I Can... |
| Materials Needed:                                |                            |
| Preparation prior to class:                      |                            |
| Instructions for students:                       |                            |
| Outcomes to look for:                            |                            |
| Self Evaluation (after conducting the activity): |                            |
| Notes:   |                            |

PLEASE email to DANA HARMON AT ACPC [dana.harmon@adair.kyschools.us](mailto:dana.harmon@adair.kyschools.us) and your instructor TWO days prior to your visit in case revisions are needed.

PLEASE email to Beth Wethington AT ACES [beth.wethington@adair.kyschools.us](mailto:beth.wethington@adair.kyschools.us) and your instructor TWO days prior to your visit in case revisions are needed.

PLEASE email to Angelia Smith AT ACMS [angelia.smith@adair.kyschools.us](mailto:angelia.smith@adair.kyschools.us) and your instructor TWO days prior to your visit in case revisions are needed.

# Lindsey Wilson University

*Every Student, Every Day*

Division of Education

210 Lindsey Wilson St.  
Columbia, Kentucky 42728



To: LWU Education Student  
From: Division of Education  
RE: Field Experience Packet

You have been given two resources:

1. Materials for Cooperating Teacher
2. Materials/Information for Students

## Materials for Cooperating Teacher

On the first day you meet your cooperating teacher at your school assignment, give the teacher a folder with the appropriate resources. This includes a letter to explain the information and a number to call if there are questions. If you have two placements, a second teacher packet will be given to you when you move to the second placement.

## Materials/Information for Students

Your folder contains the materials you will need to complete in order to receive credit for your Field Experience:

1. Guidelines – The “Guidelines” outline Directions for Completing Field Experience and Professional Behavior Requirements
2. Field Experience Log Form and Instructions – complete a separate log for each field experience hour. Make a copy for your records and submit the original to your course instructor with the “Record of Field Experience Hours” form on the designated date.
3. Record of Field Experience Hours – to be completed and signed by the cooperating teacher on each visit. Turn in to your education course instructor at the end of the experience. Without the submitted and signed form, you will not receive credit for the field hours.
4. Evaluation Form – Your teacher has a copy of the Evaluation in his/her packet. Teachers will complete the form at the end of the Field Experience and return as indicated on the form. The student copy is for your information so that you will know how you will be assessed and what is expected of you. Encourage your teacher to complete and return the form since it will be used as part of your Stage / Portfolio assessment.

# Lindsey Wilson University

*Every Student, Every Day*

Division of Education

210 Lindsey Wilson St.  
Columbia, Kentucky 42728



---

Dear Educator:

Thank you for agreeing to work with a Lindsey Wilson University teacher candidate during this semester. The candidate is enrolled in a course that requires field hours prescribed by Kentucky regulation for teacher certification. The candidate and I greatly appreciate the opportunity to work with you in fulfilling this requirement and prepare future teachers for our schools.

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. Kentucky regulation requires that field experience be coordinated with course work.

Please sign the form attached to this letter and return to the Lindsey Wilson University Division of Education.

The Education Division of Lindsey Wilson University, in cooperation with local school systems, seeks to provide a quality experience for tomorrow's teachers. We thank you in advance for helping us accomplish that goal.

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

Respectfully,

Rita Marshall  
Coordinator of Field Experience  
210 Lindsey Wilson Street  
Columbia, Kentucky 42728  
1-270-384-8067  
marshallr@lindsey.edu

## Agreement for Field Placement

Division of Education



From LWU: Thank you so much for your willingness to assist in the growth and development of a preservice teacher with Lindsey Wilson University. All education candidates must complete 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<br>Hours: |  |
| Placement School Name:             |  |
| Education Course:                  |  |

|  |                                    |      |
|--|------------------------------------|------|
|  |                                    |      |
| Cooperating Teacher Name<br>(Please Print) | Signature<br>(Cooperating Teacher) | Date |

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

## Stage 1 and 2: Record of Field Experience Hours

**All information must be complete and verified on this form and in the EPSB database.**

ID # L00 \_\_\_\_\_ Candidate / Student Name \_\_\_\_\_

LWU Course \_\_\_\_\_ Instructor \_\_\_\_\_

Hours Required \_\_\_\_\_ Semester/Yr. \_\_\_\_\_ Major \_\_\_\_\_

**Use the following codes to report the field experience for this course on the form below and the KFETS database**

**Category Codes / use only one for each experience that best describes the placement**

- B. Observation in schools and related agencies
- C. Student Tutoring
- D. Interaction with families of students
- E. Attendance at a school board and school based council
- F. Participation in a school-based professional learning community
- G. Opportunities to assist teachers or other school professionals (classroom)
- H. Other/Virtual/Non-Course Related

**\*Activity Codes:** Tutor (T), Work with Families (WF), Site Based Council (SBC) / School Board (SB), Professional Learning Community (PLC), Family Resource Center (FRC), Observe (OBS), Assist Teacher (AT), Co-teaching (CT), Work with Small Groups (WSG), Whole Class Instruction (WCI), Video (V).

**\*\*Identification Codes in placement:** List the number of students that are included in each

Race / list by ethnicity and number

Special Education

Free / reduced lunch

Gifted

LEP Limited English Proficiency

| Category<br>(Code) | Attended<br>Date | Start &<br>Finish Time | Teacher, School &<br>Grade Level | Activities*<br><i>List All Codes</i> | Identification**:<br><i>List all that apply and #</i> | Teacher or Supervisor<br>Signature | HOURS/<br>MIN |
|--------------------|------------------|------------------------|----------------------------------|--------------------------------------|---|------------------------------------|---------------|
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |

| Category<br>(Code) | Attended<br>Date | Start &<br>Finish Time | Teacher, School &<br>Grade Level | Activities*<br><i>List All Codes</i> | Identification**:<br><i>List all that apply and #</i> | Teacher or Supervisor<br>Signature | HOURS/<br>MIN |
|--------------------|------------------|------------------------|----------------------------------|--------------------------------------|---|------------------------------------|---------------|
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |

Hours Earned/Approved this log \_\_\_\_\_ Total of HOURS/MIN on this log \_\_\_\_\_ Date entered in EPSB KFETS \_\_\_\_\_

LWU Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Falsification of clinical or observation hours is a serious offense (academic fraud) that is against college and Education Professional Standards Board policy that will result in an "F" in the class. All incidents of academic fraud are reported to the vice president of academic affairs. An offense of this nature could place candidate status in the Education Division in jeopardy

- NOTES:
- 1) Each LWU course requires a separate record sheet;
  - 2) All fields in the top portion of the record sheet must be filled in;
  - 3) A separate log / reflection must be written for each hour or period observed and submitted to the course instructor before field hours will be approved;
  - 4) Any observation made without placement by the Coordinator of Field Placement in the current semester will be disallowed.

After completing this form go to the EPSB web site to document your field experiences <http://www.epsb.ky.gov/> and enter all information into the Kentucky Field Experience Tracking System. Directions are listed on the next page:

## Kentucky Field Experience Tracking System

### Uploading To KFETS:

- <http://www.epsb.ky.gov/>
- Click on the green KECS System
- Log In
- Click on Profile
- Scroll down, on the left, click Field Experience Record
- Click blue “add new” button
- Follow directions
- You may observe and log up to 3 hours at a time
- **For classroom observations, YOU MUST ATTACH your reflection as a word document if you are adding more than one page of reflection.** Your KFETS log will be returned to you if you submit more than one hour and paste a reflection into the box (as it will only hold a limited number of characters and not the 3 page minimum for 3 hours of reflection)



# Lindsey Wilson University

## Division of Education

### Evaluation of Non-Teaching 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 LWU 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 LWU Division of Education within one week of the completed Field Experience
- Options for return - Scan and email/take a picture with you phone, and email to EDUC.Data@lindsey.edu

#### If you have questions please Contact:

- Rita Marshall-Director of Field Placements
- Data Manager, EDUC.Data@lindsey.edu
- Education Division Administrative Assistant
- Instructor for the course

Thank you for working with the LWU Division of Education in the preparation of teacher leaders for the 21<sup>st</sup> Century. We value your partnership.

# Lindsey Wilson University

## Division of Education

### *Evaluation of Non-Teaching Student Field Performance (cont.)*

Please complete the following evaluation for the LWU 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.

|                      |  |                      |  |
|----------------------|--|----------------------|--|
| LWU Candidate:       |  | LWU 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)

|   |            |
|---|------------|
| <b>The LWU Candidate exhibits the following:</b>  |            |
| 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  |            |
| 8. Acts in a professional manner.   |            |
| Comments:   |            |
| What do you see as strengths of the teacher candidate?  |            |
| What are areas for growth?  |            |
| <b>Please respond to the following statements regarding the LWU's field experience program.</b>   | (3,2,1,NA) |
| Members of the P-12 school staff and LWU staff members jointly assign candidates for their field experiences.                                     |            |
| Members of the P-12 school staff and LWU staff members jointly assume responsibility for the candidate's field experiences.                       |            |
| Members of the P-12 school staff and LWU staff members jointly assume responsibility for the assessment of the LWU candidate's field experiences. |            |
| Field experience activities allow the LWU candidate the opportunity to develop professionally as an educator.                                     |            |
| Field experience activities allow the LWU candidate the opportunity to develop content knowledge.   |            |
| Field experience activities allow the LWU candidate the opportunity to practice their teaching skills.  |            |
| Rate your overall experience with the field experience program this semester.   |            |
| The LWU 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 University

### 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 LWU Division of Education in the preparation of teacher leaders for the 21<sup>st</sup> 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 rubric descriptors
- 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 LWU student. Specific feedback is essential to help our student candidates continue to improve.

**After Completion:**

- Sign the completed evaluation
- Return to LWU Division of Education within one week of the completed Field Experience. You can do this by scanning the document and emailing it to [educ.data@lindsey.edu](mailto:educ.data@lindsey.edu)
- Or mailing the document to Attention: Education Programs 210 Lindsey Wilson St. Columbia, KY 42728
- Or providing the candidate with the document in a sealed envelope to return to the instructor of the course

**If you have questions please contact Mrs. Rita Marshall ([MarshallR@lindsey.edu](mailto:MarshallR@lindsey.edu)), Field Placement Coordinator.** You are also welcome to contact the course instructor.

**Lindsey Wilson University**  
**Stage 2 Evaluation for Teaching in Field Experience (Cont.)**

|                         |                 |                     |      |
|-------------------------|-----------------|---------------------|------|
| Observee (Student Name) | Student L#      | Cooperating Teacher |      |
|                         |                 |                     |      |
| Placement School        | Age/Grade Level | Content Area        | Date |
|                         |                 |                     |      |

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

|  |   |   |  | Rating (4-1) |
|--|---|---|--|--------------|
| <b>Standard 1-Learner Development</b> - 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.                               |   |   |  |              |
| 4  | 3   | 2   | 1  |              |
| All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. | <b>Most outcomes represent rigorous and important learning in the discipline.</b><br><b>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</b><br><b>Outcomes reflect several different types of learning and opportunities for coordination.</b><br><b>Outcomes take into account the varying needs of groups of students.</b> | Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. | Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. |              |

Notes:

|  |   |  |   | Rating (4-1) |
|--|---|--|---|--------------|
| <b>Standard 2: Learning Differences</b> - 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.      |   |  |   |              |
| 4  | 3   | 2  | 1   |              |
| Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. | <b>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</b><br><b>The teacher also 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.</b> | Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. | Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. |              |

Notes:

|  |   |   |   | Rating (4-1) |
|--|---|---|---|--------------|
| <b>Standard 3: Learning Environments</b> -Learning environments. The teacher shall work with others to create environments that:<br>a. Support individual and collaborative learning; and<br>b. Encourage positive and social interaction, active engagement in learning, and self-motivation.   |   |   |   |              |
| 4  | 3   | 2   | 1   |              |
| Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. | <b>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</b><br><b>Students exhibit respect for the teacher.</b><br><b>Interactions among students are generally polite and respectful.</b><br><b>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</b> | Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. |              |

Notes:

|   |  |  | Rating (4-1)   |
|---|--|--|--|
| <b>Standard 4: Content Knowledge</b> - The teacher shall <ul style="list-style-type: none"> <li>a. use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each</li> <li>b. Encourage positive and social interaction, active engagement in learning, and self-motivation.</li> </ul>  |  |  |  |
| 4   | 3  | 2  | 1  |
| <p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> | <p><b>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</b></p> <p><b>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</b></p> <p><b>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</b></p> | <p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> | <p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p> |

Notes:

|   |   |   |   | Rating (4-1) |
|---|---|---|---|--------------|
| <b>Standard 5: Application of Content-</b> 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.   |   |   |   |              |
| 4   | 3   | 2   | 1   |              |
| <p>The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p> | <p><b>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.</b></p> <p><b>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences.</b></p> <p><b>During the explanation of content, the teacher invites student intellectual engagement.</b></p> <p><b>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</b></p> | <p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p> | <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> |              |
| <p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>   | <p><b>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</b></p> <p><b>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</b></p>   | <p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>  | <p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>  |              |

Notes:

|  |   |   |   | Rating (4-1) |
|--|---|---|---|--------------|
| <b>Standard 6: Assessment</b> - 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.  |   |   |   |              |
| 4  | 3   | 2   | 1   |              |
| Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. | <b>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</b> | Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. |              |
| Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.                     | <b>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.</b>  | Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.         | There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.  |              |

Notes:



|  |   |  | Rating (4-1)  |
|--|---|--|---|
| <b>Standard 7: Planning for Instruction</b> - 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.   |   |  |   |
| 4  | 3   | 2  | 1   |
| Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. | <b>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.</b><br><b>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</b><br><b>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</b> | Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. |

Notes:

|   |  |  |   | Rating (4-1) |
|---|--|--|---|--------------|
| <b>Standard 8: Instructional Strategies</b> - 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.   |  |  |   |              |
| 4   | 3  | 2  | 1   |              |
| <p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p> | <p><b>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</b></p>          | <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>   | <p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.</p>           |              |
| <p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>  | <p><b>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</b></p> | <p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p> | <p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p> |              |

Notes:

|   |  |  |   | Rating (4-1) |
|---|--|--|---|--------------|
| <b>Standard 9: Professional Learning and Ethical Practice</b> - The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.                      |  |  |   |              |
| 4   | 3  | 2  | 1   |              |
| <p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> | <p><b>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</b></p> <p><b>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</b></p>  | <p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>   | <p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>  |              |
| <p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>  | <p><b>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</b></p> <p><b>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</b></p> <p><b>Teacher participates actively in assisting other educators.</b></p> | <p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p> | <p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibility.</p> |              |

Notes:

|   |  |  |   | Rating (4-1) |
|---|--|--|---|--------------|
| <b>Standard 10: Leadership and Collaboration</b> - The teacher shall seek appropriate leadership roles and opportunities to: <ol style="list-style-type: none"> <li>Take responsibility for student learning</li> <li>Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth</li> <li>Advance the profession.</li> </ol>   |  |  |   |              |
| 4   | 3  | 2  | 1   |              |
| Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.  | <b>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</b><br><b>Teacher makes some attempts to engage families in the instructional program.</b><br><b>Information to families is conveyed in a culturally appropriate manner.</b> | Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.          | Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.   |              |
| Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. | <b>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</b><br><b>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</b>             | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so. | Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. |              |

Notes:

Your input is vital to the LWU Division and our students as we strive to improve our program and continue to prepare Teachers as Leaders for the 21<sup>st</sup> Century. Please complete the following evaluation for the LWU 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.

| 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. Is dependable 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:  |  |        |
| <p style="text-align: right;"><i>Attach a paper to this form if additional comments are needed beyond this allotted writing space.</i></p> |  |        |

|                               |      |                         |      |
|-------------------------------|------|-------------------------|------|
|                               |      |                         |      |
| Cooperating Teacher Signature | Date | LWU Candidate Signature | Date |

Thank you for working with the LWU Division of Education in the preparation of Teacher Leaders for the 21<sup>st</sup> Century. We value your partnership.

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

- Scan and attach to email to [EDUC.Data@lindsey.edu](mailto:EDUC.Data@lindsey.edu)
- Student may return to LWU professor in sealed envelope

Attention: Education Division

210 Lindsey Wilson St. Columbia, KY 42728

## *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 with fifteen days of intense work in the Warren County Public School District. The practicum provides the candidate the opportunity for day-in, day-out interaction and collaboration with public school students, faculty, administration, and staff in a multicultural environment. During the fifteen day experience, the candidates prepare and teach daily lessons where they will assess, reflect, make necessary changes and teach the same group of students the next day. It is expected that the candidate 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 WCPS to discuss the experience, ask questions, and receive feedback.

One of the primary reasons for the practicum experience being in Warren County is to provide our education students with additional high-quality experiences which are not common within our *local* school districts. Although Lindsey Wilson students experience high-quality field experiences in our local area, the local school districts are small and much less diverse than many other educational settings in the state and country. Warren County is a large school district with multiple schools and feeder systems. Warren County also has multiple specialized schools and programs that utilize modern best-practice resources and strategies to support students. Your experience will be led by your instructor who is also an assistant superintendent in Warren County Schools. Having direct interaction with an assistant superintendent in a large district is a unique opportunity to learn from an experienced educator in a high-level administrative position. Below are some statistics concerning Warren County Schools and your Practicum Experience:

- 4<sup>th</sup> largest school district in Kentucky (31 schools)
- 1<sup>st</sup> International School in Kentucky
- STEAM Academy
- Large Alternative Schools and Multiple Alternative Programs
- More than 18,000 students
- More than 3,000 employees
- More than 120 languages are spoken in the school district
- 60% White/Caucasian; 12% Hispanic; 10% African American; 17% Other
- 63% Economically disadvantaged.

Due to the short duration of the experience, the candidate immediately begins assisting the teacher in the assigned classroom. Candidates will observe and assist the teacher as requested for the first three days of class.. 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. Candidates will collaborate with their assigned mentor teacher and will plan/teach/coteach at least one lesson. Create a lesson plan and teach one lesson in your observation placement. Work with your cooperating teacher to complete this assignment. The cooperating teacher has flexibility to adjust these expectations to the best fit for the k-12 students in their classroom. Failure to develop lesson plans and to be prepared can result in failure in Practicum. (KTPS 1, 2, 3, 4, 5, 6, 7, 8.) .

During the practicum experience, the candidate will also: (a) reflect on their experiences each day; (b) critique two PBS professional development courses on assessment & evaluation; (c) create and teach a lesson in their observation placement; (d) participate in professional development opportunities organized by the WCPS district; and (e) explore various diverse school campus' offered in Warren County Public Schools. Following the successful completion of the practicum experience, the clinical practice (student teaching) experience officially begins.

The candidate is expected to act in a reasonable and professional manner at all times. The division 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 division and Warren County Public Schools and should understand and adhere to the expectations of the community and college in regard to appropriate dress and grooming and social behavior.

**In-Person Experiences:**

1. Visit Jennings Creek Elementary: This school has one of the most diverse populations in the state. We will visit the school, observe instruction, talk with students, teachers, and administrators about the school's successes and challenges and the strategies and resources necessary to succeed in such a diverse school. The school population consists of over 50 nationalities, over 25 languages, and 48% English Language Learners.
2. Visit District Alternative Programs: Lighthouse Academy provides an avenue for academic success for students by addressing personal needs and utilizing an individualized curriculum with a flexible class schedule. The school focuses on plans for life after high school and habits that help all students to be successful. A more specific goal is to provide an educational environment that may keep students from dropping out of school or bring back students who previously dropped out by providing flexible, intensive behavioral support, self-regulation, social and emotional support, and intensive instruction and remediation.
3. Visit 212 Academy: STEAM Academy is focused on engaging students in critical 21st-century learning opportunities and is committed to challenging our best and brightest students in the areas of science, technology, engineering, arts, and math. The staff, resources, curriculum, and facilities are specifically chosen/designed to engage students in real-world learning experiences throughout the year.
4. Visit South Warren High, Middle, and Elementary (Rich Pond): These schools and feeders are the newest facilities in our school system and are among the most innovative and high-performing schools in the state. We will visit these schools, observe instruction, and talk with students, teachers, and administrators about the modern facilities and programs utilized within the school setting.

## Stage 1 and 2: Record of Field Experience Hours

**All information must be complete and verified on this form and in the EPSB database.**

ID # L00 \_\_\_\_\_ Candidate / Student Name \_\_\_\_\_

LWU Course \_\_\_\_\_ Instructor \_\_\_\_\_

Hours Required \_\_\_\_\_ Semester/Yr. \_\_\_\_\_ Major \_\_\_\_\_

**Use the following codes to report the field experience for this course on the form below and the KFETS database**

**Category Codes / use only one for each experience that best**

**describes the placement**

- B. Observation in schools and related agencies
- C. Student Tutoring
- D. Interaction with families of students
- E. Attendance at a school board and school based council
- F. Participation in a school-based professional learning community
- G. Opportunities to assist teachers or other school professionals (classroom)
- H. Other/Virtual/Non-Course Related

**\*Activity Codes:** Tutor (T), Work with Families (WF), Site Based Council (SBC) / School Board (SB), Professional Learning Community (PLC), Family Resource Center (FRC), Observe (OBS), Assist Teacher (AT), Co-teaching (CT), Work with Small Groups (WSG), Whole Class Instruction (WCI), Video (V).

**\*\*Identification Codes in placement:** List the number of students that are included in each

Race / list by ethnicity and number

Special Education

Free / reduced lunch

Gifted

LEP Limited English Proficiency

| Category<br>(Code) | Attended<br>Date | Start &<br>Finish Time | Teacher, School &<br>Grade Level | Activities*<br><i>List All Codes</i> | Identification**:<br><i>List all that apply and #</i> | Teacher or Supervisor<br>Signature | HOURS/<br>MIN |
|--------------------|------------------|------------------------|----------------------------------|--------------------------------------|---|------------------------------------|---------------|
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |



| Category<br>(Code) | Attended<br>Date | Start &<br>Finish Time | Teacher, School &<br>Grade Level | Activities*<br><i>List All Codes</i> | Identification**:<br><i>List all that apply and #</i> | Teacher or Supervisor<br>Signature | HOURS/<br>MIN |
|--------------------|------------------|------------------------|----------------------------------|--------------------------------------|---|------------------------------------|---------------|
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |
|                    |                  |                        |                                  |                                      |   |                                    |               |

Hours Earned/Approved this log \_\_\_\_\_ Total of HOURS/MIN on this log \_\_\_\_\_ Date entered in EPSB KFETS \_\_\_\_\_

LWU Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Falsification of clinical or observation hours is a serious offense (academic fraud) that is against college and Education Professional Standards Board policy that will result in an "F" in the class. All incidents of academic fraud are reported to the vice president of academic affairs. An offense of this nature could place candidate status in the Education Division in jeopardy

**NOTES:**

- 1) Each LWU course requires a separate record sheet;
- 2) All fields in the top portion of the record sheet must be filled in;
- 3) A separate log / reflection must be written for each hour or period observed and submitted to the course instructor before field hours will be approved;
- 4) Any observation made without placement by the Coordinator of Field Placement in the current semester will be disallowed.

**After completing this form go to the EPSB web site to document your field experiences <http://www.epsb.ky.gov/> and enter all information into the Kentucky Field Experience Tracking System. Directions are listed on the next page:**

## Kentucky Field Experience Tracking System

### Uploading To KFETS:

- <http://www.epsb.ky.gov/>
- Click on the green KECS System
- Log In
- Click on Profile
- Scroll down, on the left, click Field Experience Record
- Click blue “add new” button
- Follow directions
- You may observe and log up to 3 hours at a time
- **For classroom observations, YOU MUST ATTACH your reflection as a word document if you are adding more than one page of reflection.** Your KFETS log will be returned to you if you submit more than one hour and paste a reflection into the box (as it will only hold a limited number of characters and not the 3 page minimum for 3 hours of reflection)