Admissions Field Experience Handbook

EDU 307 Elementary

EDU 309 Middle Grades

EDU 311 Secondary

Revised Spring 2017

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**INTRODUCTION**

This Admission Field Experience Handbook is designed as a resource for Admission Field Experience students, PK-12 Clinical Educators, and University Clinical Supervisor. The material in this handbook is designed to facilitate the field experience, providing details about policies, procedures, assignments, and evaluation.

The College of Education and Human Services at Northern Kentucky University (NKU) attempts to provide the teacher candidate with the best possible field experience. To ensure this, the teacher candidates are assigned to local public schools under the direction of qualified teachers, who are recommended by appropriate school officials, and who work closely with the University Clinical Supervisor.

This handbook has been designed and revised by the Admission Field Experience Director to define the roles of the teacher candidate. It includes descriptions of the roles of the University Supervisor, the PK-12 Clinical Educator, and the Director; these individuals function as a professional team.

The Admission Field Experience is designed to give the teacher candidate experiences in: (1) field experience with teachers and students in a diverse school; (2) participation in teaching activities; (3) self-evaluation for teaching; and (4) determination of professional dispositions and potential for teaching.

Field Experience - In the role of participant observer, teacher candidates should make note of a number of classroom and non-classroom activities, and teaching and learning situations. Teacher candidates will observe the characteristics of classrooms with a diverse student population.

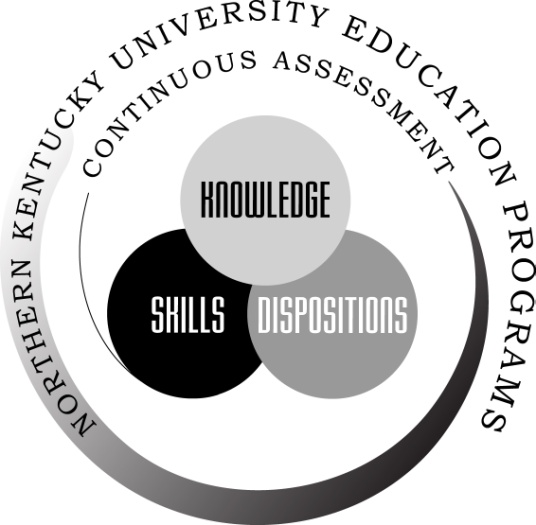
Participation – Teacher candidates should be active participants in classroom and non-classroom activities as well. These include a variety of teaching-related tasks. Teacher candidates will not, however, assume responsibilities for teaching the class full time, as would be the case in clinical experience.

Self-Evaluation – Teacher candidates will be expected to undergo thoughtful and honest self-evaluation. To evaluate one’s own abilities, interests, and needs in relation to a teaching career is one of the most important objectives of this field experience.

Professional Dispositions and Potential for Teaching - Another important part of the field experience is to assess the teacher candidate’s professional dispositions and potential for success in teaching. The teacher candidate’s attitude toward education, as well as minimum skills and dispositions necessary for teaching, will be evaluated throughout the semester to determine his/her potential for teaching. This assessment will be completed using a minimum of three official Recommendation Forms.

**Section 1**

**CONCEPTUAL FRAMEWORK**

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***Committed to the Development of All Learners*** is the theme that undergirds the Conceptual Framework for all professional programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the initial and advanced programs. The COEHS created its Conceptual Framework after input from its constituents: education and arts and science faculty, candidates, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, instructional leaders, and school counselors must have to facilitate student learning and academic achievement.

## THE COLLEGE OF EDUCATION AND HUMAN SERVICES’ VISION AND MISSION STATEMENT

## **The vision of the College of Education and Human Services (Unit) is to prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society.**

The mission of the College, in alignment with the university’s core values, is to realize our vision through collaboration and mutual support among the programs’ students, faculty, staff, and communities.

**COLLEGE GOALS**

The goals of the teacher education, instructional leadership, and school counselor programs are to:

* Attract, retain, and graduate students of diverse backgrounds;
* Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;
* Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;
* Promote faculty professional development and scholarship;
* Encourage and model practices based on high standards and expectations, as defined by  professional associations;
* Demonstrate a commitment to ethical and professional standards;
* Provide diverse and inclusive teaching and learning experiences;
* Use creative and effective teaching enhanced with the application of current technology;
* Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
* Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
* Engage in continuous assessment that ensures program effectiveness;
* Provide timely and accurate communication and information to internal and external constituencies;
* Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

**PURPOSE**

The purpose of the teacher education, instructional leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the knowledge, skills and dispositions to function as informed and ethical professionals. Candidates are disposed to think critically, respect cultural differences, recognize the worth of all individuals, practice with competence and appreciate the value of continued personal and intellectual growth.

**PHILOSOPHY**

The Conceptual Framework emphasizes the importance of preparing candidates to support the learning, growth and development of all students. Faculty are engaged with candidates in classroom coursework and field experiences, continuously assessing the candidates’ knowledge, skills, and dispositions as they participate in their various program experiences. We believe the educator's role is to facilitate learning, which is accomplished by creating opportunities for all students to actively participate in their program experiences through methods appropriate to their individual learning styles. Our model is based to a great extent on the Constructivist Model, borrowing from the tenets of Piaget and Vygotsky and the Social Cognitive Theory of Learning. However, to increase the appreciation of diverse and expansive thinking among our students, we encourage the introduction of modern theoretical perspectives (e.g. race theory, feminist theory, disability studies, etc.).

The theory of Lev Vygotsky (Vygotsky, 1978) extends Piaget’s ideas and states that interaction with other people and the real world environment is critical for learning and development of children and adults. Vygotsky emphasized using:

* Explicit instruction to promote learning;
* Collaboration and challenging tasks within a problem solving approach; and
* Group activities to internalize learning processes.

Vygotsky outlined a theory of cognitive development based on the premise that there is a mutual interaction between children and people with whom they have regular social contact. The child’s intellectual development is based on social interactions or cooperative dialogues with other members of society. As adults or more competent peers help children to master meaningful activities, the communication between these entities becomes part of the children’s thinking. Once the essential features of this dialogue are internalized, children can use the language to guide them in activities. A central idea of Vygotsky’s theory is that cognition is always situated in activity and that people learn best when they are working with others while actively engaged in a problem solving situation.

Social interaction is a major vehicle of learning – whether it is formalized cooperative learning in the classroom or the natural interactions of children on the playground or in family gatherings. All social interaction contributes to learning. However in classroom learning the nature of the teacher-student interaction is paramount. Teacher-student interaction should be collaborative and include teacher modeling, explaining and questioning. Students should, in turn, be expected to self-question in ways that enable them to accurately verbalize the concepts being learned (Vygotsky, 1987).

The education, instructional leadership, and school counseling programs implement Vygotsky’s ideas through the candidates’ active participation in content and pedagogy classes as well as appropriate field experiences, i.e. field experience, internship, and/or student teaching. During these experiences candidates construct their knowledge by engaging in a variety of activities, such as developing and teaching lesson plans, assessing P-12 students, and collaborating with their peers, University Clinical Supervisor, and PK-12 Clinical Educators in the P-12 school.

The Unit’s programs foster learning environments that invite collaboration and cooperation among learners and instructors and provide opportunities for candidates to be reflective about many issues related to their future profession as a teacher, instructional leader, or school counselor. Within this context, candidates are asked to continually reflect and examine their knowledge, skills, and dispositions with the ultimate goal of becoming a highly qualified practitioner.

**CANDIDATE PROFICIENCIES**

The Unit’s theme “Committed to the Development of All Learners” is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with appropriate national, state, and SPA standards ensures that candidates demonstrate the knowledge, skills and dispositions needed to positively impact P-12 student learning. In addition, the Conceptual Framework guides faculty to make data driven decisions when evaluating the effectiveness of candidates and/or programs.

The Unit prepares candidates who are advocates for all learners and are proficient as:

* Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
* Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.
* Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

**COMMITMENT TO DIVERSITY**

Consistent with the Unit’s theme, vision, mission, and philosophy there is a commitment to and value of diversity. The Unit is committed to attracting and retaining candidates and faculty with diverse backgrounds and providing diverse and inclusive teaching and learning experiences. The Unit’s theme, “Committed to the Development of All Learners” further emphasizes an essential belief that all students can learn at a high level. Faculty members of the COEHS intentionally teach that learning is not predicated upon gender, race, disability, ethnicity, and/or socio-economic status.

The importance of recognizing the racial, behavioral, and cultural diversity of students has inspired much recent discussion and research in higher education. Racially diverse environments, when properly nurtured, lead to gains in educational outcomes for all students. Diversity extends beyond student demographics. Cultural, philosophical, ideological, language, and intellectual diversity are among the many forms of diversity that are recognized by the Conceptual Framework and are integrated into the principles and practices of each program.

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course as part of the university’s general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and field experience courses. Faculty in turn evaluates each candidate’s ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their field experience and student teaching experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. The Unit prepares candidates who are equipped with knowledge, competency, and **dispositions** required to provide equitable educational experiences for all students within a diverse P-12 population. The Unit envisions that its candidates emerge as **knowledgeable, skilled, and collaborative scholars** who are **effective communicators** and **reflective decision-makers,** accountable for the learning of all students.

**COMMITMENT TO TECHNOLOGY**

The International Society for Technology in Education (2008) states that through the ongoing use of technology in the schooling process, students are empowered to achieve important technology capabilities. A key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for establishing the classroom environment and preparing the learning opportunities that facilitate students’ use of technology to learn, communicate, and develop knowledge products. Consequently, the Unit faculty believe it is critical that all candidates are prepared to provide their students with opportunities to develop their technological knowledge and skills.

The Unit is committed to the integration, infusion, and application of technology to enhance Instruction and advance student learning. Each initial certification education candidate must successfully complete an educational technology class, EDU 313, Instructional Technology, as well as technology assignments in various content and pedagogy courses. Candidates must complete the technology courses with a C or better to continue progressing in their teacher education program. The Unit’s advanced programs either require candidates to complete a technology course or offer technology courses as electives in those programs.

All candidates, except those in the school counseling and instructional leadership programs, are required to develop and maintain an electronic portfolio (ePortfolio) during their professional semesters. The ePortfolio requires candidates to use technology to document their knowledge, skills, and dispositions as outlined in the ePortfolio rubric and aligned with the appropriate standards.

In addition, through various forms of instructional technology, candidates learn how to create meaningful experiences and personalized learning for P-12 students. Computers and information technologies offer candidates a myriad of possibilities to bring the digital world into the classroom.

Education faculties are also committed to modeling positive technology usage by seamlessly infusing technology into their lessons. One example of this infusion is the use of Blackboard for blended and online course delivery. Blackboard allows educators to provide collaborative activities, critical reflection, and instructional resources to candidates in both online and face-to-face courses. In addition, the faculty has the opportunity to attend on-campus technology seminars and workshops to enhance their technological skills. Faculty and candidates also receive technology support as needed from the university’s Informational Technology Department

**ALIGNMENT WITH STANDARDS**

Each program in the Unit has defined the essential knowledge, skills, and dispositions that its candidates must possess to successfully complete the program. These program requirements and experiences are consistent with the essential knowledge of the profession as defined by the appropriate SPA guidelines. For example, the elementary program requirements and experiences are designed to meet the standards of the **Association for Childhood Education International (ACEI) while the physical education program is designed to meet the National Association for Sport and Physical Education (NASPE) standards. (Refer to the appropriate program submission for details on how each program meets its SPA standards).**

All candidates, except school counselors, completing a program at Northern Kentucky University prepare an electronic portfolio to demonstrate that he/she is proficient in meeting the state standards for that program. The portfolio is assessed at each transition point to provide candidates with appropriate feedback regarding their progress toward meeting standards. Prior to the completion of their programs candidates must submit a satisfactory portfolio as determined by one or more professional educators who evaluate the portfolio using a rubric. In addition, candidates are regularly evaluated on their dispositions through the Disposition and Professional Behaviors Checklist used in each education program.

**Conclusion**

The Conceptual Framework incorporates a shared view of how to best prepare Northern Kentucky University College of Education and Human Services candidates to deliver educational services to children and youth, schools, families, and communities.  This framework embodies the essential elements of the Unit’s programs and provides a blueprint for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment of candidates.  It is a guide for the systematic experiences required of candidates in each program and provides the basis for the continuous assessment and improvement of candidates and programs.  The goals of this collaborative process are to continuously evolve and improve each program while developing candidates who effectively demonstrate the knowledge, skills, and dispositions required of highly qualified teachers, instructional leaders, and school counselors.

Please go to the following link to view the entire Conceptual Framework document:

<http://coehs.nku.edu/departments/teachered/ncate/conceptual_framework.html>.

**Section 2**

**Roles and Responsibilities of the University & Public School**

**Admission Field Experience Director**

The Director is the official university course instructor on record, is a full-time faculty member, and serves as team leader for the part-time University Clinical Supervisor staff. Responsibilities include development of this handbook and the course assignments. The Director assists with placements for teacher candidates in public schools that are defined as “diverse”. The Director conducts seminars on campus, to include orientation, explanation of procedures and policies, ePortfolio development through Foliotek, Kentucky Field Experience Tracking System (KFETS) for logging of field hours, explanation and clarification of assignments, and discussion of assigned readings. In addition, the Director, using input from the PK-12 Clinical Educator and University Clinical Supervisor, determines the final course evaluation for each teacher candidate, on a Pass/Fail basis.

**University Clinical Supervisor**

The University Clinical Supervisor represents the college at the field placement site. The supervisor collaborates with the Director to place teacher candidates with PK-12 Clinical Educators teachers. The supervisor is responsible for communicating with the principal and faculty of the school regarding their roles in mentoring teacher candidates. The supervisor will monitor attendance and offer support to teacher candidates for any needs at the field placement. The University Clinical Supervisor will attempt to observe each teacher candidate’s involvement in class activities and interaction with K-12 students and teachers. The University Clinical Supervisor will complete a University Clinical Educator Professional Dispositions Survey (see Appendix) evaluating the teacher candidate’s professional dispositions. The supervisor will grade all written assignments, and will suggest revisions to those that are required elements of the ePortfolio. The supervisor will assess the ePortfolios.

**PK-12 Clinical Educator**

The University Clinical Supervisor and/or Director meet with each PK-12 Clinical Educator to explain his/her responsibilities and to offer support. The PK-12 Clinical Educator will be responsible for collaborating with the teacher candidate to plan activities for experience in the classroom. The activities should not only be meaningful to the teacher candidate’s learning, but also be authentic activities. For example, the teacher candidate may be assigned to work with small groups or individuals, or to introduce activities or parts of lessons designed by the teacher to the whole class. The teacher should offer constructive feedback. The teacher should not view teacher candidates as simply messengers, clerk-typists, or paper-graders, though teacher candidates may assist with some of these teaching-related duties. The major focus of the PK-12 Clinical Educator should be to help the teacher candidate become familiar with the roles of the teaching profession, while being actively involved. The teacher also is responsible for preparing the P-12 students to accept the teacher candidates as adults and future teachers; they should be introduced to the classroom of students as pre-service teacher candidates. The way a classroom of students perceives teacher education students and their role is an important factor in establishing a comfortable and rewarding relationship. The PK-12 Clinical Educator will also complete a PK-12 Clinical Educator Midpoint Checklist and Professional Dispositions Survey evaluating the professional dispositions of the teacher candidate, which will be collected by the University Clinical Supervisor and given to the Director as part of the teacher candidate’s overall course performance evaluation.

**Section 3**

**Roles and Responsibilities of the Teacher Candidate**

**Students with Disabilities** Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the office of [Testing and Disability Services](http://disability.nku.edu/). Please contact this office in the Student Union 303 or call (859) 572-5401 for more information. Verification of your disability is required in this office for you to receive reasonable academic accommodations.

**Compliance with Codes of Ethics**

Students must comply with the [NKU Code of Ethics for COEHS](http://coehs.nku.edu/departments/teachered/documents/code-of-ethics.html) and the [Professional Code of Ethics for Kentucky School Personnel](http://www.kyepsb.net/legal/ethics.asp). Students are required to read and sign both documents. Students sign a statement of compliance for these Codes in the ePortfolio. Students have a responsibility for behavior that reflects credit on themselves and the University. They are guests in the school and therefore are subject to the rules and regulations governing the professional staff of that school. It is the responsibility of the students to acquaint themselves with these rules and regulations early in the semester and to abide by them. **In cases of difference, rules and regulations of the school supersede those of the University.** Students can visit the website for the assigned school and gather information such as professional dress code requirements. It is possible that many of the education philosophies of the student may not be reflected in the assigned school. However, the field experience is not designed as a time for the student to change the philosophy of the school; rather it is to learn about this philosophy and to use the knowledge to aid in formulating or reformulating the individual’s philosophy.

**Legal Considerations:** Teacher candidates have a responsibility to perform their duties in a responsible manner while engaged in their assigned field placement. A teacher candidate may be held liable for any negligent acts or omissions while participating in the local schools’ programs and activities. The University highly recommends that the teacher candidate purchase educator’s liability insurance through either the Kentucky Association of Professional Educators (KAPE) or Kentucky Education Association. Teacher candidates must never be left alone with a student, or left alone in charge of a classroom; a school staff member must always be present. If a teacher leaves the room with no one in charge but you, you should follow the teacher out of the room. Contact your University Clinical Supervisor if a situation arises where you are left without certified staff supervision.

**Background check**

You must have a background check completed before beginning your placement. Some schools will not allow anyone with a criminal history (other than a traffic ticket) to work in their school buildings. We will do our best to assist you; however, we cannot be responsible for disruptions in your program due to the decisions of schools regarding your placements.

If you have a criminal history, you will need to meet with the Admissions Field Experience Director to discuss your situation prior to enrolling in Admissions.

**Criminal Violation Statement**

It is the responsibility of the teacher candidate to immediately notify the University Clinical Supervisor and Admissions Field Experience Director if s/he has been arrested, charged, or convicted of a crime (other than a moving vehicle violation) while participating in a field experience. This may result in the teacher candidate being removed from the field placement.

**Attendance and Participation at the Field Placement**

**Before your First Visit:**

1. Make initial contact with your PK-12 Clinical Educator. It is imperative for you to contact your PK-12 Clinical Educator prior to the start of your early field experience. Email (see Appendix for sample) is generally the best method of communication. However, if you do not receive a response to an email within a couple of days, call the school office, ask when the teacher has planning/prep periods, and call at the appropriate time. Leave a message if you are unable to speak with them in person. Use this contact to:
   1. Introduce yourself and explain some of the things that you are hoping to learn or experience during your first field experience.
   2. Confirm that you will attend on the initial reporting date, at the time specified on the form.
   3. Verify the best way to communicate with your PK-12 Clinical Educator. It is *your* responsibility to maintain communication. Be sure to ask the teacher what time and method of communication they prefer.
   4. Set up a time to discuss topics such as grading, philosophy, teaching diverse learners, emergency procedures, and classroom management techniques.
2. Make transportation arrangements to and from your designated school. If you plan to drive yourself to and from your field placement, consider volunteering to give someone else a ride. Carpooling helps reduce crowding in school parking lots. If your transportation needs change during the semester, please contact your University Clinical Supervisor and/or the Admissions Field Experience Director. It is imperative that you do not stop attending your experience for any reason.
3. Take a ‘test drive’ to your placement site. You should locate your host school in advance of your first day to familiarize yourself with the area, and get a good sense of the amount of time it will take you to get there. On your first day, be sure to leave extra-early to allow time to locate a parking place, find the visitor entrance, locate the school office, sign in, introduce yourself to the principal, and get to the classroom. Visitors are required to sign in at the school office each time they arrive.
4. Teacher candidates are expected to be punctual and to attend each scheduled field experience.
   1. Always show up as expected. It is very important that you show up on time, every time that you are expected.
   2. If teacher candidates are absent or tardy, they must contact the school office by phone, and the PK-12 Clinical Educator and University Clinical Supervisor by phone and/or e-mail, in a timely manner (ahead of scheduled observation time if possible).
   3. Just as teachers must arrive in advance of the morning bell, and sometimes work when they are not feeling their best, you must also demonstrate the same level of dedication. The teacher and student will notice your absence. Do NOT disappoint them.
5. Teacher candidates must document a **minimum** of 50 clock hours of observation, more is recommended.
   1. Even if 50 hours have been completed, teacher candidates must continue to attend twice weekly for two (2), two- hour time periods throughout the entire 16 week semester.
   2. Time for seminars, tutoring and extended learning activities may be added as field hours, but must be documented.
   3. An absence must be made up as two hours on any school day that can be

arranged between the teacher candidate and PK-12 Clinical Educator, not by adding additional minutes to other scheduled days; it is also acceptable to add a one hour block of time to a scheduled observation if approved by the PK-12 Clinical Educator.

1. Schools may close unexpectedly due to weather conditions, power outages, flooding, etc. Ask your PK-12 Clinical Educator which radio stations broadcast school closing, or if there is a text messaging alert system that you can opt into for your school’s closing, delays, and emergency messages.
2. Any days the school is closed for inclement weather or other emergencies should also be made up whenever the teacher candidate and teacher can arrange it.
3. Keep track of your hours: Teacher candidates are responsible for tracking clock-hours of field experience using the Kentucky Field Experience Tracking System (KFETS) online system through the Education Professional Standards Board (EPSB) [website](http://www.kyepsb.net/index.asp). The created excel spreadsheet will be uploaded at the end of the semester in the Source of Evidence: Artifacts section of the ePortfolio.
   1. Falsification of time sheets or attendance sign-in may result in failure of the course, or immediate dismissal from the program.
   2. By the end of Professional Semester II, teacher candidates must document at least 200 hours of field experience, before Clinical Experience. Teacher candidates accumulate approximately 50 hours during admission, but more than 75 hours will be required in each of the professional semesters, when teacher candidates begin to design and deliver instruction.
   3. Teacher candidates should plan to clock extra hours in case of emergency circumstances (such as multiple snow days).
   4. Teacher candidates are required to participate in activities and parts of lessons planned by the PK-12 Clinical Educator(s). Teacher candidates should be as actively involved as the teacher will allow.
   5. The University Clinical Supervisor will monitor attendance using a sign-in process at the school’s main office. The teacher candidate must keep track of his/her own time using the required Kentucky Field Experience Tracking System (KFETS) online system.
   6. Missing two (2) or more field experiences and/or seminars will result in a failing (F) grade in the course.
4. Demonstrate a professional attitude. It is important for you to display a positive, enthusiastic, outgoing, and supportive attitude during your field experience.
   1. Show up prepared. Assist the classroom teacher with activities. If the teacher does not offer suggestions of things you can do, take initiative and offer to help. If you are presenting a lesson, be sure to come well prepared with all necessary materials.
   2. Act responsibly. If the PK-12 Clinical Educator lends you materials, be sure to return them promptly. Put things back where you found them. Be clear about whether copies of papers are for you to borrow or keep.
   3. Actively participate (see Appendix for suggestions). Most PK-12 Clinical Educators appreciate teacher candidates who engage in meaningful ways with students, and are not interested in having passive observers. At the same time, you are a guest and are in the classroom to observe and support the lessons and activities the teacher has planned. Be a participant, but not a distraction. Volunteer to help in small ways to demonstrate your eagerness and ability to follow the teacher’s lead. To become a successful participant in the classroom, you will likely need a combination of patience, gentle persistence, and a positive, respectful attitude.
      1. Take ownership of your experience
      2. Do not wait for the teacher to ask you for help
      3. Offer your assistance; try to put yourself in as many different situations as possible
      4. Try not to spend all your time grading; try to complete seatwork as quickly as possible so that you can spend time with the students
   4. Interact with students; not peers. If you are assigned to a classroom with other field experience students, remember that you must not disturb the classroom. Keep any conversations with your classmates to a minimum and related to the activities taking place in the class.
      1. Get up and move around; be productive!
      2. Never just sit in the back of the room.
      3. Shadow the children.
      4. Assume the role of the teacher, not observer.
      5. Remind the children to stay on task.
      6. Help students complete work.
   5. Leave your cell phone off. If someone needs to reach you during your field experience time, give him/her the phone number for the school. They can call the office and leave a message for you with the office staff. You should not be seen talking, texting, playing games, or using the Internet on your phone.
   6. Save snacking for later. Students are generally not permitted to eat, drink, or chew gum. Unless there is a special event or circumstance in which everyone is permitted, do not eat or drink in the classroom.
   7. Be discreet – in the classroom, in the school, in the community (refer to the COEHS Code of Ethics/EPSB Code of Ethics). Be thoughtful of what you share about students, teachers, and schools in all of your conversations and actions. Take care not to use the names of teachers, schools, or pupils when discussing your experience. You never know who may be listening in, or who may know someone who knows someone, who knows someone…

NOTE: While it is appropriate to be reflective and to dissect the practices you observe in the field, your critique must always be conducted professionally. One way to monitor this is to ask yourself if you would be comfortable making your comments in front of the person you are discussing. If not, don’t.

This is a very serious issue. There are schools that no longer accept NKU field experience students because of inappropriate comments made previously that breached confidentiality, or betrayed a trust held by the teachers, schools, and communities being discussed.

1. Dress for success! (see Appendix) First impressions matter. In representing NKU and yourself as a pre-service teacher, it is important to always dress your professional best when you are in the field. Using teacher dress codes from past experience, there are guidelines provided in the appendix. Principals and PK-12 Clinical Educators have asked NKU teacher candidates be removed from their school because of inappropriate dress that didn’t meet the expectations of the school and community.

NOTE: Dressing inappropriately can sabotage your overall professional image, jeopardize potential job offers or recommendations, and in some cases, can also result in dismissal from your field experience.

**At the End of Your Field Placement**

On your final visit, be sure to remind your PK-12 Clinical Educator to complete the Professional Dispositions Survey through Foliotek if s/he has not done so already.

It is also important that you take the time and effort to thank your PK-12 Clinical Educator for welcoming you into his/her classroom. Different courses have different requirements regarding the completion of a thank you card or letter. You are expected to send a formal thank you in the form of a card or letter for all of your field experiences (see Appendix for sample). Do NOT send an email as this is not an acceptable form of communication.

**Problem Solving**

In addition to experiencing teaching and learning from the perspective of a teacher, sometimes students are exposed to situations that may be beyond their training. Your PK-12 Clinical Educator can assist you in navigating through some of those events, and your University Clinical Supervisor and/or Admissions Field Experience Director are always available to speak with you and provide guidance and support should you need it after the fact.

When possible, first try to work out any problems you are having with your PK-12 Clinical Educator and/or your University Clinical Supervisor. If you have a logistical concern, contact the Admissions Field Experience Director. It is a good idea to take care of problems while they are still small.

If you withdraw from your field experience course:

If you must drop your field experience course, after consulting with your academic advisor; notify your PK-12 Clinical Educator, University Clinical Supervisor, and Admissions Field Experience Director.

You are urged to successfully complete all of your field experiences before the established deadline each semester (see [university calendar](http://www.nku.edu/calendars.html)). Most field experiences cannot be made up at later times. If you do not complete the required field experience hours and/or assignments, you face the potential of earning a failing grade for the field experience.

NOTE: In most cases of failed or dropped field experiences, you would have to retake the co-requisite course(s) as well as the entire field experience.

**Attendance at Campus Seminars**

Four (4) seminars are held during the first two (2) week of classes, and additional seminars are scheduled during the semester. Not attending seminar results in missing important information necessary for passing the course. Teacher candidates are responsible for finding out about the information missed. Missing one (1) seminar and/or two (2) or more field experience days will result in a failing (F) grade in the course.

**Technology Policy**

Cell phones, Blackberries, and other technology devices must be in the “off” position during field experience. In the event of an unusual or emergency situation, teacher candidates may have the cell phone in the “silent” mode and step out of class to communicate if necessary. Personally owned laptop computer use is **not** permitted in the field experience classrooms. Teacher candidate use of computers/technology belonging to the public school placement is prohibited, unless under the direct supervision of the PK-12 Clinical Educator as a part of the K-12 student learning/lesson plans. Teacher candidates must complete the electronic KFETS log after signing out of the school placement.

**Section 4**

**Course Assessment**

**Developing the ePortfolio**

Teacher candidates will begin developing the basic ePortfolio during the Admission Field Experience. The ePortfolio displays a teacher candidate’s best work as “artifacts” and presents evidence knowledge and professional growth over time. The initial level [**Kentucky Teacher Standards**](http://www.kyepsb.net/teacherprep/standards.asp) are the basic framework of the Teacher Education Program’s ePortfolio. The ePortfolio will be organized using a website, **Foliotek**. Instruction for developing the ePortfolio will be given during the campus seminars.

The ePortfolio will be assessed by the University Clinical Supervisor, using the **Admission Semester ePortfolio** **Rubric** (see Appendix); teacher candidates will be allowed **no more than three assessment attempts for each element** of the ePortfolio, using Foliotek. All requirements of the rubric must be met by the third attempt for a passing ePortfolio. Teacher candidates must meet the ePortfolio requirements to pass the field experience course. The required elements include:

* Statement of Ownership
* Code of Ethics
* Resume
* Philosophy of Education
* Source of Evidence: Context
* Source of Evidence: Artifacts
  + Lesson Plan #2 – KTS #2
  + Technology Assignment – KTS #6
  + Lesson Plan Reflection – KTS #7
  + Engagement with Elementary/Middle/Secondary Students
  + School Board Meeting
  + Site-Based Council Meeting
  + Extended Learning Activities
    - Observations in Schools - Required
    - Family Resource or Youth Service Centers - Required
    - Assisting Teachers - Required
    - Student Tutoring – May be completed in EDS 360
    - Interactions with Families of Students
    - Participation with School-Based Professional Learning Community
* Source of Evidence: Semester Reflection

Teacher candidates will continue to build the ePortfolio throughout the Professional Semesters and Clinical Experience; it is used as a tool for assessing the development of knowledge and skills necessary to fulfill the requirements of an initial level teacher. Each semester, the teacher candidate will update the *Resume*, add a *Source of Evidence: Context* for the field experience, revisit and revise the *Philosophy of Education,* add additional *artifacts,* and write a holistic *Source of Evidence: Semester Reflection* about each semester’s growth.

**ePortfolio assignments are all submitted on Foliotek**, not Blackboard. **To attain a rating of “MET” rather than “NOT MET”, teacher candidates must meet all requirements stated on the ePortfolio Rubric (see appendix).** If a teacher candidate receives a rating of “not met”, he/she is given formative feedback on the INTIAL submission of each required part of the ePortfolio. The teacher candidate must revise the piece according to the feedback and then re-submit on Foliotek (FIRST REVISION). For each required element of the ePortfolio, teacher candidates may be given a second attempt to meet all the requirements on the assessment rubrics, within the time limits of the course (SECOND REVISION). If a teacher candidate does not meet the requirements by the second attempt, he/she must schedule an appointment to meet with the Admissions Field Experience Director and University Clinical Supervisor during the scheduled final exam period and attempt to complete the requirements. Not meeting all requirements will result in failure of the course.

***\*GRADING POLICY – College of Education and Human Services– Northern Kentucky University:*** *The College of Education and Human Services will use the following criteria for the grade of “C” in* ***undergraduate*** *courses:*

|  |  |  |
| --- | --- | --- |
| **Undergraduate Plus – Minus scale** | | |
| Letter Grade | % Equal to or Greater than | Grade Point |
| A/P | 95-100 | 4.00 |
| A- | 93-94.99 | 3.67 |
| B+ | 91-92.99 | 3.33 |
| B | 87-90.99 | 3.00 |
| B- | 85-86.99 | 2.67 |
| C+ | 83-84.99 | 2.33 |
| C | 77-82.99 | 2.00 |
| C- | 75-76.99 | 1.67 |
| D+ | 73-74.99 | 1.33 |
| D | 70-.72.99 | 1.00 |
| F | 0- 69.99 | 0 |

**Recommendation Forms (Evaluation of Teaching Potential)**

The teacher candidate’s professional dispositions and potential for effective teaching will be evaluated using the **PK-12 Clinical Education Midpoint Checklist and PK-Educator Professional Dispositions Survey**. Three (3) education professionals evaluate each teacher candidate every semester. The University Supervisor will rate the teacher candidate’s professional dispositions and behaviors using their form, and will also collect forms completed by the PK-12 Clinical Educator(s). Those who do not have two PK-12 Clinical Educators must arrange to obtain this third (3rd) recommendation from an educator of his/her choosing (preferably a professor at NKU); **it is the teacher candidate’s responsibility** to give the professor’s email address, with the professor’s permission, to the Admissions Field Experience Director within three (3) weeks of the start of the semester, so that the third recommendation can be sent to the professor to complete online.

**Each teacher candidate must open and read the Professional Dispositions Surveys in the Foliotek account, and sign the signature form indicating he/she has read these, by the end of the final exam week. Teacher candidates will also self-evaluate with a similar form in Foliotek, by the second (2nd) week of the semester and the end of the semester.**

Teacher candidates who receive any rating less than “acceptable” on any of the Professional Dispositions Surveys – either at midpoint or final - will be required to meet with the Admissions Field Experience Director and University Clinical Supervisor for a dispositions discussion. At the end of the field experience semester, when all PK – 12 Clinical Educators have been submitted for each candidate, the forms will be reviewed by the Admissions Field Experience Director. Any candidate who receives less than acceptable will either be failed for the course by the Admissions Field Experience Director, or will be deferred admission to the Teacher Education Program.

Once candidates are fully admitted and continue on to the Professional Semesters, they will be continuously assessed on dispositions in each field experience and clinical experience; candidates with ratings less than “acceptable” on any PK – 12 Clinical Educator Professional Dispositional Survey, as in the policy above, may be referred to the Department Chair/Associate Dean for potential removal from the Teacher Education Program.

APPENDIX

Admissions ePortfolio Rubric…………... 19-21

Dispositions Checklist………………….. 25-30

**ADMISSION SEMESTER FOLIOTEK RUBRIC**

**(EDU 307, 309, 311)**

|  |  |  |
| --- | --- | --- |
| **Evidence / Levels** | **MET** | **NOT MET** |
| Statement of Ownership | Signed and Submitted Statement of Ownership | Statement of Ownership form not signed or submitted |
| Code of Ethics | Includes the following documents:   * NKU Code of Ethics & Professional Code of Ethics for Kentucky School Personnel electronically signed. | Missing one or more of the following:   * NKU Code of Ethics and/or Professional Code of Ethics for Kentucky School Personnel not signed |
| **Resume** | Follows format  Sufficient detail  Control of surface features | Format not followed  Missing most necessary information  Errors in surface features |
| **Philosophy of Education** | Updated and revised  Includes discussion of at least one philosopher with a connection to classroom practice, showing:   * Understanding of the philosopher’s thinking * Why this philosophy was adopted * Implications for instruction   Control of surface features | Not updated or revised  Discussion of a personal philosophy of teaching, failing to show   * A link to a philosopher/theorist’s thinking * Why this philosophy was adopted * Implications for instruction   Errors in surface features |
| **Source of Evidence: Context** | Includes demographic information:   * Semester & year * Field Experience * School /District * Grade/ Content Area * School Enrollment * Type of School (rural, urban, suburban) * Percent minority * Percent free/reduced lunch * Percent English language learners * Percent Special education   Factors addressed in detail, for just one class of students:   * School / classroom factors * Characteristics of all students worked with this semester, including diversity demographics (socio-economic, ethnic/racial, students with disabilities, English language learners) * Implications for instruction * Resources * Collaborative Partners   Control of surface features | Some demographic information is missing or incomplete  Does not address one or more of the following:   * School factors * Classroom factors * Student characteristics * Implications for instruction * Resources * Collaborative Partners   Errors in surface features distract the reader |
| **Source of Evidence: Artifacts**  **(Required Activities)**  **(Extended Learning Activities)** | Artifact section includes:   * Artifacts include the following:   1. .Lesson Plan #2 – KTS 2  2. Technology assignment – KTS 6  2. Lesson Plan Reflection – KTS 7   * Music majors must address KTS standards #1-7 * Engagement with elementary, middle grades, and secondary students (EDU 104 or MUS 104) * Attendance at school board meeting (EDU 305) Music Majors – complete in Admissions * Attendance at site-based decision making council meetings (EDU 307, 309, or 311)   Documentation of the following:   1. Observations in schools 2. Family Resource and/or Youth Service Centers 3. Assisting Teachers 4. Student Tutoring (EDS 360) 5. Interactions with families of students 6. Participation with school-based professional learning community | Missing artifact(s) for KTS 2 or 6 or 7  No title/description or KTS performance criteria for artifacts  No documentation of engagement with elementary, middle grades, and secondary students (EDU 104or MUS 104)  No documentation of attendance at school board meeting (EDU 305) or Music Majors completed in Admissions  No documentation of attendance at site-based decision making meetings (EDU 307, 309, 311)  No evidence of completion of Extended Learning Activities |
| **Source of Evidence: Semester Reflection** | 1(one) reflection for admissions’ semester that includes:   * Professional growth during span of Admission coursework (EDU 300, 305, 313, EDS 360, and practicum) * Detailed description of interactions/ collaboration with diverse students, including:   1) socio-economic,  2) ethnic/racial,  3) students with disabilities,  4) limited English proficiency.  At least 1 of the 4 categories of diverse students must be specifically addressed.   * Includes discussion of campus experiences and observations * Cites each artifact, explaining connections to KTS performance criteria, impact on professional growth and future student learning * KTS # 6 and 7 are required to be addressed * KTS performance criteria cited are listed at end of reflection * Discussion of Extended Learning Activities: **(will discuss # 1-3, possibly #4 in Admissions)**  1. Observations in Schools 2. Family Resource or Youth Service Centers 3. Assisting Teachers 4. Student Tutoring 5. Interaction with families of students 6. Participation in school-based professional learning-community  * Control of surface features | Limited or vague description of professional growth, or not linked to KTS  Limited or no description of interactions with at least one diverse student population  Impact on student learning vague or missing  Missing or vague discussion of campus experiences and observations  Artifact connections to KTS performance criteria not correct, or not clearly explained  KTS performance criteria not listed  Missing discussion of Extended Learning Activities  Errors in surface details distract reader |
| **Clock Hours Documentation /KFETS Log** | Minimum of 50 clock hours completed during the admission semester. Documentation must be included in the Artifacts section of Foliotek  **Documentation of required:**  KFETS excel log (EDU 104 and 305 documents) | Fewer than 50 clock hours completed during the admission semester  And/or KFETS excel log not submitted |
| **Timeline for assessment attempts** | **Must receive MET in each section above by the third assessment to have an ACCEPTABLE Foliotek submission** | |

Revised 7/15

**Checklist for Implementing Professionalism in the Classroom**

* Find out what your PK-12 Clinical Educator thinks of teaching
* Find a child that needs assistance
* Supervise the hall between classes
* Assist the teacher in planning the lesson
* Review classroom materials
* Grade a set of papers; learn to record grades
* Share a book with a child during independent reading time
* Teach a lesson(s)
* Actively participate in a classroom routine
* Create a bulletin board that supports a current topic of study
* Assist children in selecting library books
* Help students with independent work

**Sample Email Introduction to PK-12 Clinical Educators**

An email of introduction is your opportunity to introduce yourself to your PK-12 Clinical Educator and to make a good first impression. You will be given instructions on when to have the email ready to be sent to your PK-12 Clinical Educator.

The email should be typed in standard letter format. It should be brief, upbeat, and friendly but not overly informal. Be sure to include:

* Your name, major, phone number (cell and home), local address, and NKU email address
* A summary of previous experiences working with children (e.g., summer camp, day care, YMCA, child care, etc)
* A bulleted list of your goals for this experience
  + To gain experience working with small groups
  + To learn more about lesson planning
  + To learn more about classroom management strategies
* A brief description of your background in your content area (middle grades/secondary majors).

Keep your email positive; do not make negative comments about other experiences, teachers, or classrooms. Be sure to proofread your email carefully. An unacceptable letter may negatively impact your placement and reputation as a teacher candidate.

**Sample Email Introduction**

Dear Mrs. Johnson,

My name is Susan Smith and I am an elementary education major. I will be placed in your classroom for the next six (6) weeks and I am excited to learn more about elementary education during this time.

In case you need to reach me, I am providing you with my contact information below:

XXX-XXX-XXXX (cell), smith@xxx.edu

XXX Education Street

Highland Heights, KY 41099

I have had numerous experiences working with young children in the past, mostly child care during the summer and on weekends. I have worked with children ranging in age from 9 months to 14 years old. I am interested in learning more about the students in my particular area of focus – elementary.

I hope to also learn more about lesson planning, the curriculum and standards used in planning, and classroom management.

My start date in your room is month/day and time. I look forward to meeting you and your class. If you need anything from me prior to that, please contact me.

Sincerely,

Susan Smith

**Sample Thank you Note – Following Field Experience**

Dear Mrs. Johnson,

First of all I would like to thank you for allowing me this opportunity to come into your classroom. I enjoyed experiencing new teaching techniques and methods and I learned many from you during this time. Thank you for providing me hands on experience with students that helped me gain confidence and knowledge in how to manage a classroom, as well as how to work with students and prepare lessons.

It was a rewarding time and I look forward to continuing to experience new things in my program.

Sincerely,

Susan Smith

**Suggested Guidelines for Dress – Field Experience**

* Wear clothing that is neat and clean. Clothing must not be tight, revealing, short, torn, tattered, dirty, or excessively faded. It cannot include visual, written, or implied messages that are likely to disrupt the school environment. Sweat suits, jogging/wind suits, overalls, or denim pants/jeans of any color cannot be worn.
* Noisy, distracting jewelry/accessories that could cause a safety hazard may not be worn. In keeping with professional decorum, ears are the only exposed areas of the body on which pierced jewelry may be worn. Tattoos must be covered.
* Appropriate footwear must be worn at all times. Shoes traditionally worn around the home or to the beach are not permitted.
* Women must wear dress or casual slacks of appropriate material. Women’s skirts /dresses cannot be shorter than slightly above the knee. Any slits, flaps, or openings may not be higher than fingertip length. Leggings may be worn only under a dress/skirt.
* Seasonal/decorated shirts and blouses may be worn. Tank tops, backless apparel, midriffs, tops with straps less than two (2) inches, sleeveless tops that are revealing (deep or low cut), or see through blouses are not acceptable.
* Men must wear dress or casual slacks. Shirts with collars and a tie, sweaters, or turtlenecks should be worn. Socks must be worn with shoes. Shorts may not be worn.
* Hair must be well groomed. Men are permitted facial hair if neatly trimmed and moderate in style. All facial hair, however, must be fully established by the start of the school year or return from school holidays.