

Brescia University

School of Education

**FIELD
HANDBOOK**

Revised 2009

FIELD HANDBOOK
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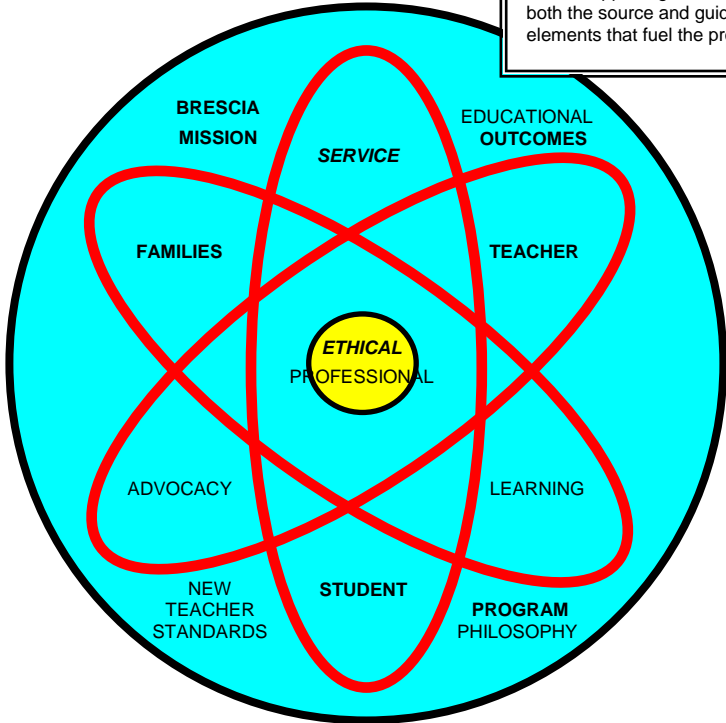
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FIELD HANDBOOK

Introduction Conceptual Framework

The atomic/molecular conceptual framework graphic model places the ethical professional in the nucleus with the core values and constituents in the dynamic orbits; supporting the atom are both the source and guiding elements that fuel the program.



Brescia University School of Education candidates are challenged to become ethical professionals, committed to advocacy for their students and dedicated to instilling in their students a commitment to service for others and lifelong learning.

In the Brescia University School of Education, candidates and faculty believe that persons called to the teaching profession must be **ethical** professionals, committed to:

- Advocacy
- Service, and
- Lifelong learning

These four core values – ethics, advocacy, service, lifelong learning – form the foundation of the Brescia School of Education program and are expressed in the dispositions we believe should characterize Brescia education faculty and students. While such values and dispositions are incorporated in professional education courses and are reflected in the actions and attitudes of Brescia education majors, we also expect Brescia teacher candidates to encounter these values and dispositions in their field and student teaching placements.

Brescia is fortunate to be situated near schools that embody these values and dispositions and demonstrate them in myriad ways. Evidence of such demonstration includes, among others:

- Ethics – confidentiality, trust, honesty, punctuality, best efforts, dependability, honoring commitments
- Advocacy – ensuring students access to all levels of learning, going the extra mile, involving families, differentiating instruction, mentoring
- Service – collaboration with Family Resource Centers, students assisting one another, community service efforts, actively seeking opportunities to serve
- Lifelong Learning – integrated curricula, theme-based learning, reading and literacy initiatives, family involvement

We cannot begin to measure the extensive benefits of the varied and engaging field opportunities available to Brescia's teacher candidates. We are certain these field opportunities are core to the candidates' professional growth and dispositional maturation as education professionals. To all you who are willing to serve as Field Supervisors for Brescia University teacher education candidates, our deepest thanks!

This *Field Handbook* describes the broad developmental overview of the field components of Brescia's School of Education program. As participant and as field supervisor, please familiarize yourself with both the values and dispositions upon which Brescia's program is based as well as the expectations, policies, and procedures as outlined in this *Field Handbook*.

OVERVIEW

The Brescia University School of Education strives to maintain an excellent working relationship with area schools, one that helps ensure quality field placements for our teacher candidates in urban, suburban, and rural settings across a variety of socioeconomic bases. Brescia maintains contracts with local districts and those in surrounding counties that permit Brescia candidates to enjoy the opportunity to participate in classrooms at all grade levels. Also included within these systems are the Wendell Foster Center, a residential intermediate care facility for persons identified with MR/DD (especially with cerebral palsy); the Arc of Owensboro (AKA the Opportunity Center Workshop); the school associated with the River Valley Behavioral Health Child/Adolescent Psychiatric Hospital, a residential treatment facility; the Audubon Area Head Start; and First Steps of Kentucky. When appropriate, Brescia candidates have the opportunity to participate in field or practicum experiences in those settings as well. In keeping with its efforts to serve the needs of non-traditional candidates, Brescia can arrange *some* field placements nearer candidates' homes or places of employment in neighboring states or counties.

Field experiences are directly related to course content and expected outcomes; candidates are expected, through reflective journaling and class discussions or projects, to identify the links between principles and concepts presented within the education course and that which is observed and/or experienced in the field setting. The implementation of field hours helps bridge the gap between theory and practice. For example, within each field placement the candidate(s) must demonstrate an understanding of the content to be taught and use diversified teaching strategies to accommodate the learning styles found within the classroom. Additionally, the field placements introduce candidates to diversified educational settings and student populations (e.g., urban, suburban, rural, parochial). The field expectations are structured across all candidates' programs to accumulate a minimum of 33 hours of experiences in Title I schools and in ethnically diverse placements, and at least 20 hours with children or adults with disabilities or exceptional learning needs. The remaining field experiences are within settings commensurate with candidates' academic content majors or areas of emphasis or commensurate with the particular methods course.

Progression of Field Experiences

Teacher candidates may begin their field experiences as early as their freshman year with Edu 103 – Orientation in Special Education – for special education majors, Edu 104 – Exploring Early Childhood – for IECE majors, and/or Edu 204 – Introduction to Education – for students who have successfully completed at least 15 semester hours of University course work and have an interest in teacher education. These early field experiences are *generally* exploratory and observational in nature, and give both candidates and participating field supervisors an opportunity to reflect on the appropriateness of education as a career choice for these candidates.

As candidates continue their professional preparation, the field experiences become more participative and interactive requiring further responsibilities and more careful preparation on the part of the candidates. Growth toward mastery of Kentucky's Teacher Standards and integrated understanding of Kentucky's curricular expectations, together with awareness of dispositions or values, increase exponentially throughout the field experiences. Candidates examine their

own development in skills, knowledge, and dispositions (values); they reflect on their experiences; and they receive evaluative feedback from their field supervisors and University faculty. The table below provides an overview of the progression of field experiences by course level:

Table 1 – Progression of Field Experiences by Course Level

Level of Courses	Nature of Most Field Experiences
200 level courses (or lower)	<ul style="list-style-type: none"> • Variety of placements, may be group involvement • Introduction to wide range of cultural bases • Inclusion of low SES • Inclusion of special populations • Often more observation than instructional responsibility • Group projects (sharing instructional responsibilities) <p style="text-align: center;">FOCUS OF ASSESSMENT OF CANDIDATE PERFORMANCE</p> <ul style="list-style-type: none"> • Focus of assessment – ethics, involvement (advocacy), willingness to serve
300 level courses	<ul style="list-style-type: none"> • Direct instructional responsibility with some observation • Tutorial and small group responsibilities • Mentoring • School partnerships • After school programs with instructional responsibilities • Longer commitments; content specific placements <p style="text-align: center;">FOCUS OF ASSESSMENT OF CANDIDATE PERFORMANCE</p> <ul style="list-style-type: none"> • Focus of assessments – ethics, potential for teaching and lifelong learning, demonstration of advocacy and service
400 level courses	<ul style="list-style-type: none"> • More extensive in time and consistency across the semester (e.g., 440L and 470 have a minimum of 3 days per week across a minimum of 7 weeks) • Responsibility for more extensive development of units of study • Behavioral and classroom management responsibilities increase <p style="text-align: center;">FOCUS OF ASSESSMENT OF CANDIDATE PERFORMANCE</p> <ul style="list-style-type: none"> • Focus of assessments – more on instruction and classroom management skill demonstration [e.g., (New) Teacher Standards] as well as all dispositions

Once candidates are accepted into the School of Education, they become eligible to take upper division professional studies courses. All upper level methods and most professional courses involve an interactive field placement with teaching, assessment, or classroom management responsibilities. For example, the Reading and Language Arts methods courses (Edu 321, Edu 325, Edu 326) for both elementary and middle grades majors are taught within the school setting at one of the downtown or inner city, Title I, ethnically diverse settings – usually either Foust or Cravens Elementary School and the Owensboro 5-6 Center. Upper level Secondary Education professional courses, Edu 407 – Teaching Secondary School Subjects – and Edu 410 – Methods and Materials of Secondary Curriculum, incorporate a minimum each of 30 hours participative interactive field involvement in area high schools; one of these placements must be in a city setting with a richly diverse student population. In the Senior Practicum (Edu 470) the candidates work directly with practicing educators in their specific area within

specific education settings in area schools or programs. The placements must extend a minimum of 48 to 50 hours for the Senior Practicum.

Special Education Addendum: In both the special education Senior Practicum (Edu 440L) and the methods sequence (Edu 336, Edu 337) the candidates work directly with practicing special educators within special education settings in area schools or programs. The placements must extend a minimum of 48 to 50 hours for the Senior Practicum and for 40 hours across the two-course methods sequence. When possible the methods sequence is combined with the Senior Practicum, allowing the candidate to amass as many as 100 hours in one setting, often in a daily, almost half-day setting. Such experiences are necessary for the special education candidate who must gain exposure to a wide range of disabilities and a wide range of ages.

Interdisciplinary Early Childhood Education (IECE) Addendum: In the IECE Infant/Toddler Senior Practicum (Edu 432), candidates will work directly with infant and toddler intervention specialists in centers, family homes, or with in-patient or out-patient therapists. Candidates will shadow one or more intervention specialists for 150 hours throughout a semester. This pre-student teaching senior practicum – together with student teaching – allows IECE candidates to gain significant experiences across the whole birth through 5-year-old range.

Candidates who Transfer to Brescia University: Candidates who begin their teacher preparation at another institution will meet the same field/clinic requirements as candidates who complete their entire program at Brescia University. Most teacher preparation programs maintain records of their candidates’ field or clinic placements and experiences; transfer candidates are responsible for securing such records and submitting them to the Brescia School of Education. Most times, candidates bring a solid and adequate core of field experiences with them; if a deficit exists, candidates have at least two means of remedying that deficit:

- Extending or adding to the required field hours within their Brescia education courses
- Completing an independent-study practicum (from 1 to 3 credit hours, with 50 to 150 field hours); the program has both 100- and 300-level independent studies available.

Field Experiences on a Course-by-Course Basis

As was indicated earlier, each class has a unique field component and a basic set of expectations designed to meet the outcomes specific to that class. The chart below provides a class-by-class overview of these expectations; feel free to consult it at any time. Of course, it must be noted that the expertise and interests of the individual faculty member – together with specific conditions in area schools – may lead to minor variations on these broad descriptions; such variations are to be expected in such a dynamic enterprise as education.

Table 2 – Nature of Field Experiences by Course
NOTE: I/G refers to “Individual or Group”

Course	Expectations	I/G	Typical Site(s)
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Course	Expectations	I/G	Typical Site(s)
Edu 103 – Orientation in Special Education (10 field hours)	<ul style="list-style-type: none"> • Introductory • Discover variety of special education service options – from womb to tomb • Limited direct involvement with students or clients 	G	NICU, schools, residential facilities, sheltered workshops
Edu 104 – Exploring Early Childhood (12 field hours)	<ul style="list-style-type: none"> • Introductory • Discover variety of infant, toddler, and preschool options • Limited direct involvement with students or clients 	G	NICU, WIC, First Steps, preschools, residential facilities
Edu 204 – Introduction to Education (15/20 hours)	<ul style="list-style-type: none"> • Overall view of area public/parochial schools • Experience variety of teaching & learning styles • See variety of assessments • Observe variety of administrative styles • Practice observational & listening skills • Exposure to elementary, middle, secondary 	I/G	Elementary Middle Secondary
Edu 213 – School Health, Safety, Nutrition & the Environment	<ul style="list-style-type: none"> • At this time, only clinic hours listed 		
Edu 246 – Microcomputing in the Classroom (8 hours)	<ul style="list-style-type: none"> • Experience & observation • Use of technology in labs and classrooms • Assist with school projects • Evaluate software 	I/G	Area schools; any level
Edu 255 – Teaching Children with Exceptionalities (20 hours)	<ul style="list-style-type: none"> • Introductory and experiential • Direct experience working with child or adult with disabilities • Participation in planned activities • Tutorial and/or support with individuals and/or groups 	I	Preschools, schools, public or private service agencies, residential facilities, workshops
Edu 256 – Adaptive PE (5/10 hours)	<ul style="list-style-type: none"> • Experiential • Involvement with adaptive physical and rhythm activities with children or adults with disabilities 	I/G	Special Olympics, area schools
Edu 257 – Physical Education for P-5	<ul style="list-style-type: none"> • At this time only clinic hours listed 		
Edu 301 – Growth, Development, and Learning Theory (15 hours)	<ul style="list-style-type: none"> • Observe, describe, make conclusions about, and assess human growth and development • Work with and learn from students and the teacher • Connect course topics with field experience • Must make at least five (5) separate visits to the site 	I/G	Area schools; any level
Edu 307 – Early Childhood: Special Education (15/20 hours)	<ul style="list-style-type: none"> • Observe developmental stages of children – birth to 3 years old and 3 through 5 years old • Observe children with special needs in inclusive settings • Develop appropriate interactions skills through experiential knowledge 	I	First Steps, early intervention specialists, preschools, area schools
Edu 308 – Infant/Toddler /Preschool	<ul style="list-style-type: none"> • Develop individual field experience professional development plan • Conduct two or more screenings or 	I	First Steps, Families, Head Start, Preschools

Course	Expectations	I/G	Typical Site(s)
Assessment (15/20 hours)	<ul style="list-style-type: none"> assessments • Involve families and/or service providers • Use ethical practices 		
Edu 309 – Family and Agency Services (15/20 hours)	<ul style="list-style-type: none"> • Develop individual field experience professional development plan • Work with infant or toddler intervention specialist • Shadow on family visits 	I	First Steps
Edu 310 – Infant/Toddler Curriculum & Methods (20 hours)	<ul style="list-style-type: none"> • Develop individual field experience professional development plan • Interact with agencies, families, and infant and toddlers to plan and provide activities • Focus in all areas of development • Assess and gather data • Reflect on own methods, strategies, techniques 	I	NICU, First Steps
Edu 311 – Preschool Curriculum and Methods (20 hours)	<ul style="list-style-type: none"> • Develop individual field experience professional development plan • Interact with agencies, families, and preschool providers to plan and provide activities • Focus in all areas of development • Assess and gather data • Reflect on own methods, strategies, techniques 	I	Head Start, Preschools (private and/or public)
Edu 314/15 – Children's/ Adolescent Literature (12 hours)	<ul style="list-style-type: none"> • Observe, describe, make conclusions about the teaching of children's or adolescents' literature • Work with at least one youngster on a personal story and expanding its details • Work with and learn from the teacher and other students • Connect course topics with field experience • Must make at least five (5) separate visits to the site 	I/G	Area schools; any level
Edu 319/28 – Social Studies Elementary Grades/Methods (20 hours)	<ul style="list-style-type: none"> • Observe & experience teaching social studies • Focus on multicultural activities, awareness of gender issues, explore multiple assessments • Teach Social Studies lesson(s) or unit • If elementary, explore Kentucky history unit • Identify national social studies standards being addressed in the classroom(s) • Assess and gather data 	I/G	Area elementary and middle schools
Edu 320/29 – Science Elementary Grades/ Methods (15/20 hours)	<ul style="list-style-type: none"> • Interview teacher(s) and learners • Come to know students' science backgrounds • Plan a unit; teach lesson(s) from the unit • Work with classroom teacher as needed • Assess and gather data 	I/G	Area elementary and middle schools

Course	Expectations	I/G	Typical Site(s)
Edu 321 – Teaching Reading Elementary School (15/20 hours)	<ul style="list-style-type: none"> • Participation in reading instruction • Tutorial or mentoring relationship; small group instruction • Skill instruction with whole or small group • Assess and gather data • Work with classroom teacher as needed 	I/G	Title I school(s); usually downtown city schools
Edu 322/27 – Teaching Reading in Content Areas/Secondary (15/20 hours)	<ul style="list-style-type: none"> • Participation in reading instruction • Tutorial or mentoring relationship; small group instruction • Skill instruction with whole or small group • Assess and gather data • Work with classroom teacher as needed 	I/G	Title I school(s); usually downtown city schools
Edu 323/34 – Math Methods Elementary Grades/Teaching Math (15/20 hours)	<ul style="list-style-type: none"> • Observe math instruction, reflecting on core content and national standards • Interact with and instruct students in small group or whole class setting • Design and implement math lessons • Assess and gather data • Reflect on methods, strategies, techniques 	I/G	Area elementary and middle schools
Edu 325/26 – Teaching Lang Arts Elementary School/Content Area (20 hours)	<ul style="list-style-type: none"> • Participation in language arts instruction • Tutorial or mentoring relationship; small group instruction • Receive training in “Ethics of Coaching (in Portfolios);” serve as portfolio coaches • Assess and gather data • Work with classroom teacher as needed 	I/G	Title I school(s); usually downtown city schools
Edu 334 – Introduction to Learning & Behavior Disorders (15/20 hours)	<ul style="list-style-type: none"> • Observe teachers and reflect on classroom management, methodology, & strategies • Observe students with special needs and reflect on their characteristics, learning styles, & modifications • Interact with and instruct students in informal & one-on-one or small group settings • Assess and gather data • Reflect on own methods, strategies, techniques 	I	Area elementary, middle, or secondary schools with special education programs
Edu 336 – Methods: LBD (20 hours)	<ul style="list-style-type: none"> • Interact with teachers and students in special education programming • Interact with and instruct students in informal & one-on-one or small group settings • Develop unit of instruction; implement at least one lesson • Assess and gather data • Reflect on own methods, strategies, techniques 	I	Area elementary, middle, or secondary schools with special education programs

Course	Expectations	I/G	Typical Site(s)
Edu 337 – Behavior Disorders (20 hours)	<ul style="list-style-type: none"> • Observe teachers and reflect on classroom climate & management, methodology, & strategies • Observe students & reflect on characteristics, learning processes, behavioral issues, & social skills • Interact with and instruct students in informal & one-on-one or small group settings • Conduct functional behavioral assessments; develop a behavioral intervention plan • Assess and gather instructional data • Reflect on own methods, strategies, techniques 	I	Area elementary, middle, or secondary schools with special education programs
Edu 350 – Diagnosis & Assessment in Special Education (10 hours)	<ul style="list-style-type: none"> • Select child between the ages of 7 and 14 (preferably older than 7 and younger than 14) • Assess using both standardized and criterion referenced tools (receptive vocabulary, general achievement, reading, math) • Use ethical practices (e.g., parent permission, background information, appropriate supportive notes, correct scoring and interpretation) 	I	Neighborhood or Family members (avoid children already with IEPs)
Edu 407 – Teaching Secondary School Subjects (30 hours)	<ul style="list-style-type: none"> • Interact with and instruct students in informal or small group settings; tutorial activities • One or more of the following: <ul style="list-style-type: none"> ○ Plan lesson with the teacher ○ Teach all or part of lesson from supervisor’s lesson plan ○ Plan lesson for or develop resources for the teacher ○ Plan unit; teach lesson or series of lessons 	I	Title I school(s); usually downtown city schools
Edu 410 – Methods/Materials: Secondary Curriculum (30 hours)	<ul style="list-style-type: none"> • Interact with and instruct students in informal or small group settings; tutorial activities • Emphasize alternative approaches; locate & share activities for diverse classrooms • Two or more of the following: <ul style="list-style-type: none"> ○ Plan lesson with the teacher ○ Teach all or part of lesson from supervisor’s lesson plan ○ Plan lesson for or develop resources for the teacher ○ Plan unit; teach lesson or series of lessons 	I	Area middle or secondary schools
Edu 411 – History/Philosophy of Education (15 hours)	<ul style="list-style-type: none"> • Interview experienced teacher re: philosophy • Observe experienced teacher’s classroom management philosophy • Observe a variety of philosophical approaches • Observe & reflect on ethical dilemmas that teachers face every day • Reflect on own teaching philosophy 	I	Area middle or secondary schools

Course	Expectations	I/G	Typical Site(s)
Edu 412/13 – Curriculum & Classroom Management (15 hours)	<ul style="list-style-type: none"> • Focus on curriculum, assessment & classroom management • Work with small group instruction • Develop unit and teach lesson(s) • Assess and gather data • Work with classroom teacher as needed • Video and critique a lesson 	I	Area elementary or middle schools
Edu 430 – Adaptive/Assistive Technology & Language Issues (8 hours)	<ul style="list-style-type: none"> • Observe at Wendell Foster Center for adaptive and assistive technologies • Emphasis is not on direct involvement unless appropriate or possible 	I/G	Wendell Foster Center or other setting with AAC
Edu 431 – Transition to Kindergarten Curriculum and Methods (20 hours)	<ul style="list-style-type: none"> • Develop individual field experience professional development plan • Interact with families, children, teachers, and preschools to plan and provide activities • Focus in all areas of development • Assess and gather data • Reflect on own methods, strategies, techniques 	I	Public or Private Kindergartens
Edu 432 – IECE Infant & Toddler Practicum (150 hours)	<ul style="list-style-type: none"> • Long-term, consistent placement → minimum of 3 days per week for 8 weeks • Become as involved in the service provision as possible • Within last one-sixth of the experience (at least) accept managerial and intervention responsibility for portion of case load • Develop & implement family-based intervention • Participate in IFSP development • Assess and gather data 	I	NICU, First Steps, Families, Head Start, Preschools
Edu 440L – Fieldwork: LBD (48 to 50 hours or more)	<ul style="list-style-type: none"> • Long-term, consistent placement → minimum of 2 days per week for 7 weeks (prefer 3 or more days per week) • Become as involved in the class as possible • Within last one-fourth of the experience (at least) accept instructional responsibility for portion of each day in setting • Develop, teach, & assess a unit • Participate in IEP and Behavior Plan development • Assess and gather data 	I	Area elementary, middle, or secondary schools with special education programs
Edu 441 – Career Education & Family Life (15 hours)	<ul style="list-style-type: none"> • Engage in classroom where career goals and learning of life skills are core • Become aware of unique needs of different student populations and need for specialized instruction • Participate in IITP if possible • Take part in at least two placements – one traditional freshman career course exposed to various careers and job skills; the second, for students with special needs, focusing on life skills and basic job skills 	I	Diverse high school settings; one with traditional freshman career course and the other a life skills and basic job skills class (traditionally for students with special needs)

Course	Expectations	I/G	Typical Site(s)
Edu 443 – Legal Aspects, Parental Issues & the IEP	<ul style="list-style-type: none"> Only clinic hours listed 		
Edu 470 – Fieldwork (50 hours)	<ul style="list-style-type: none"> Long-term, consistent placement → minimum of 2 days per week for 7 weeks (prefer 3 or more days per week) Become as involved in the class as possible Within last one-fourth of the experience (at least) accept instructional responsibility for portion of each day in setting Develop, teach, & assess a unit Assess and gather data. 		Area elementary, middle, or secondary schools specific to students area major.
Art 370 – School Art Methods (3 hours)	<ul style="list-style-type: none"> Observe and participate in art instruction Develop and deliver specific art lesson Assess and reflect 	G	Area schools

Clinic Hours and Minimum Requirements

Brescia's "clinic" component is incorporated into the majority of the professional courses and includes a variety of experiences such as (1) micro-teaching with video-taping and peer critique, (2) professional development opportunities, (3) professional organizations' regional/national meetings, (4) expert panels, (5) seminars with practicing professionals and researchers. Each course instructor is responsible for the design and implementation of the clinic hours within each course. These clinic hours may vary from year to year but should be within five hours of the projected total for each class. Across their undergraduate career, candidates can anticipate a minimum of 175 hours and up to more than 500 hours of combined field and clinic experiences. In fact, candidates must complete at least 150 such hours prior to admission to student teaching. Of these 150 hours required for admission to student teaching, at least 112.5 must be "field" hours – defined as participation or involvement with students or clients in educational settings (or – in pre-identified courses – in service settings). The table below shows the distribution of both field and clinic hours across all professional courses.

Table 3 – Projected Field/Clinic Hours Across All School of Education Courses

Course Numbers and Names		Field	Clinic
Edu 103	Orientation in Special Education	10	5
Edu 104	Exploring Early Childhood	12	4
Edu 204	Introduction to Education	15/20	10
Edu 213	School Health, Safety, Nutrition & the Environ		20
Edu 246	Microcomputing in the Classroom	8	8
Edu 255	Teaching Children with Exceptionalities	20	10
Edu 256	Adaptive PE	5/10	10
Edu 257	Physical Education for P-5		10

Course Numbers and Names		Field	Clinic
Edu 301	Growth, Development, and Learning Theory	15	10
Edu 307	Early Childhood: Special Education	15/20	5
Edu 308	Infant/Toddler/Preschool Assessment	15/20	8
Edu 309	Family and Agency Services	15/20	8
Edu 310	Infant/Toddler Curriculum and Methods	20	10
Edu 311	Preschool Curriculum and Methods	20	10
Edu 314/15	Children's/Adolescent Literature	12	3
Edu 319/28	Social Studies Elementary Grades/Methods	20	15
Edu 320/29	Science Elementary Grades/Methods	15/20	10
Edu 321	Teaching Reading Elementary School	15/20	10
Edu 322/27	Teaching Reading in Content Areas/Secondary	15/20	10
Edu 323/34	Math Methods Elementary Grades/Teaching Math	15/20	10
Edu 325/26	Teaching Lang Arts Elemen School/Content Area	20	15
Edu 334	Introduction to Learning & Behavior Disorders	15/20	10
Edu 336	Methods: LBD	20	10
Edu 337	Behavior Disorders	20	10
Edu 350	Diagnosis & Assessment in Special Education	10	8
Edu 407	Teaching Secondary School Subjects	30	15
Edu 410	Methods/Materials: Secondary Curriculum	30	15
Edu 411	History/Philosophy of Education	15	10
Edu 412/13	Curriculum & Classroom Management	15	6
Edu 430	Adaptive/Assistive Technology & Language Issues	8	6
Edu 431	Transition to Kindergarten Curriculum & Methods	20	10
Edu 432	IECE Infant/Toddler Practicum	150	
Edu 440L	Fieldwork: LBD	50	
Edu 441	Career Education and Family Life	15	8
Edu 443	Legal Aspects, Parental Issues & the IEP		8
Edu 470	Practicum	50	
Art 370	School Art Methods	3	
Total Possible Combined Program Field/Clinic Hours (assuming minimum required)		783	317

Assessment of Candidate Performance

Brescia candidates' participation in, preparation for, and professionalism within each field experience are evaluated by their course instructors and by their field supervisors. The field evaluation form (Edu #16a) reflects Brescia dispositions and elements of the Teacher Standards; the field supervisors are

asked to evaluate candidates based upon both performance and potential for success. Summary results of these evaluations are shared with the candidates and prove to be invaluable in facilitating candidates' professional growth.

In many areas, expected levels of demonstrated competence will rise as the course level increases; for example, evidence of use of well-developed and appropriately diverse strategies would probably not be evident in 200-level assignments, but would be an absolute necessity in the 400-level field placements. Many field placements at the 200 level are group placements and will be evaluated informally by the course instructor; the individual 200-level placements should (where possible) be evaluated by the field supervisor. Almost all placements at the 300- and 400-levels are individual assignments and should be evaluated at least once during the placement.

The Brescia candidate is responsible for providing an evaluation form(s) to the field supervisor and may also assume the responsibility for returning the completed form to his/her course instructor. The field supervisor is also free to either mail the completed evaluation(s) or request an electronic version which could be submitted as an email attachment. A copy of the evaluation form (Edu #16a) is in the Appendix.

POLICIES AND PRACTICES

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POLICIES AND PRACTICES

1. **Absence Notification:** Field placements are presumed to be professional commitments; when unable to meet for a scheduled field experience, the Brescia candidate must notify the school or agency, their field supervisor, and their Brescia University faculty member.
2. **Background Checks:**
 - a. Prior to beginning any individual interactive field placement, the Brescia teacher candidate will have submitted information through the School of Education as part of a background check for Kentucky residents. Students from other states will need to obtain this from their local law enforcement agency. This background check is usually conducted as a part of the introductory 200-level classes – “Introduction to Education” or “Teaching Children with Exceptionalities.” Copies of a recent (within a year) background clearance performed through another similar agency can be substituted for the fingerprint submission.
 - b. Before Student Teaching a more comprehensive background check will be conducted. Student Teacher candidates may request a copy of this report from the School of Education office. If further fees are required, the student teacher candidate will be notified.
3. **Child Abuse:** The Brescia teacher candidates must be aware of the school district’s policy in regard to the role the teacher is expected to play. They must also be aware of the requirements of the Kentucky statutes: *“Any person who knows or has reasonable cause to believe that a child is abused shall immediately make an oral or written report to the Cabinet, a law enforcement agency, or a county attorney.” KRS 620.030.*
4. **Confidentiality:** Information obtained from a conversation with a student, personal records, performances in class, parent/teacher conference, or a discussion with the field supervisor must be kept confidential at all times. Discussing any such personally identifiable information publicly (and that includes with your roommate or your spouse) puts your professionalism as an educator in question and is unethical.
5. **Contracts:** Brescia University’s School of Education maintains contracts with area school districts that provide a commitment between the contracted school district and the School of Education to permit Brescia teacher candidates to participate within the schools under the supervision of certified employees.
6. **Corporal Punishment:** Under no circumstances is a Brescia teacher candidate to administer any form of corporal punishment to students or serve as a witness when any full-time teacher administers such punishment.
7. **Curriculum Resource Center (CRC) Materials:** Brescia teacher candidates may borrow material from the CRC to use in their field placements (and in their student teaching). Material must be returned in good condition prior to the end of the field placement; any material lost or damaged will be replaced by the teacher candidate.
8. **Diverse Placements:** The following policies are intended to help insure placements among diverse student/client populations:
 - a. **Ethnic Diversity:** At least 15% of the basic 150-hour field and clinic requirement (16.9 of the 112.5 field hours or approximately one in every six placements) must be in schools or settings with a greater than 20% minority population (greater than 11% in middle or secondary settings), or with a greater than 15% migrant population.

- b. **Economic Diversity:** At least 15% of the basic 150-hour requirement (16.9 of the 112.5 field hours or approximately one in every six placements) must be in schools with a Title I designation; for IECE candidates, a Head Start setting.
 - c. **Diverse Learning Needs:** At least 20 hours must involve direct contact in a program or setting serving children or adults with exceptional needs.
 - d. **Variety in Placement Sites:** No more than 66.67% (or two thirds) of a candidate's field hours can occur in the same setting.
NOTE: Most students will have field experiences in a much broader range of sites; however, from time to time, candidates will be combining full-time work in a public or private school setting while pursuing a degree or certification at Brescia. In support of the candidate's work, the School of Education will work with that candidate to structure the majority of their field experiences at their work site. That candidate will still be expected to meet the requirements in 8a, 8b, 8c, and 8d.
9. **Documentation of Candidate Field Experiences:** Documentation of the location and duration of teacher candidate field experiences is maintained both electronically and in hard copy in the School of Education office. Teacher candidates who transfer to Brescia's program should arrange for records of their earlier field experiences and the nature of those placements to be sent to Brescia's School of Education office.
 10. **Evaluations:** Any Brescia teacher education candidate serving ten (10) or more hours in a single setting should be evaluated formally by the Field Supervisor [*using form Edu #16A*]. These evaluation forms will be sent electronically to the Field Supervisor after the student has completed the top part of the form; it is the responsibility of the candidate to ensure the Field Supervisor received the form. The purpose of these evaluations is formative and should help the candidates mature as teachers. **Summary** results of these evaluations will help constitute the grade value of the field experience within the classes and should be shared with the candidates by the course instructor.
 11. **Field Accountability Forms:** Each Brescia teacher candidate participating in field experiences should get one or more "Field Accountability Forms" (*Edu #20*) from the School of Education office (room Adm 357) and will be responsible for maintaining the form(s), obtaining field supervisor signature(s), and returning the form(s) to their course instructor(s) when the field experience is complete. Separate forms should be maintained for separate placements and different classes.
 12. **Field "Journals" or "Reflections":** The nature of the field journals or written reflections will vary from class to class. However, teacher candidates must maintain a written reflective record of their experiences. Many School of Education faculty will expect field participants to maintain reflective email journals and will respond in kind.
 13. **Host School Policies:** Brescia teacher candidates must follow the host school's policies as they apply to regularly employed teachers.
 14. **Name Tags:** The Brescia teacher candidates are to wear their School of Education name tags when officially representing the University in the field experience placements. The tag is obtained through the introductory courses; lost tags can be replaced for a fee of one dollar each. School of Education name tags will be required during student teaching.
 15. **"One Hundred Fifty Hours" Requirement:** Prior to admission to Student Teaching, Brescia teacher candidates must complete 150 hours of field and

clinic experiences; at least 75% of such hours (or a minimum of 112.5 hours) must be “field” hours – defined as participation or involvement with students or clients in educational settings [or – in pre-identified courses (such as IECE practicum) – in service settings].

16. **Placement:** The initial formal contact for any field placement must be made by the Brescia University faculty member responsible for the accompanying course. Although teacher candidates may request specific placements and informally converse with persons at that site prior to beginning the actual placement, Brescia University faculty must make first contact to secure the placement. Sites differ in their practices; typically the principal is the first contact for the placement process, other schools have a person who has been given the responsibility for field experiences within their schools or districts. Wherever possible, the placement contacts should occur within the first month of the semester. Please remember that the Field Supervisors are providing a voluntary service to Brescia and the teacher candidates.
17. **Responsibilities – Teacher Candidates:** Teacher candidates taking part in field placements are expected to:
- conduct themselves as ethical professionals at all times;
 - dress in a manner appropriate to the setting and program;
 - become familiar with school policies, ancillary personnel, classroom schedules, management procedures, available resources;
 - make themselves aware of the field outcomes and expectations specific to the class for which they are engaging in the field experience;
 - communicate to the field supervisor these expectations;
 - regularly communicate with their Brescia course instructor about their field experiences through journals, assignments, email as appropriate;
 - wear their School of Education name tag; be professional in regard to schedules, punctuality, and meeting expectations and obligations.
18. **Responsibilities – Field Supervisors:** Field supervisors agree to:
- share their expertise and resources with the Brescia teacher candidates;
 - make possible interactive teaching experiences (where appropriate) for the teacher candidates;
 - introduce the teacher candidate to their own school/agency community;
 - share – as appropriate – background and information about their students/clients;
 - put those Brescia teacher candidates to work;
 - inform the relevant School of Education faculty if they have a concern about the performance or professionalism of any Brescia teacher candidate;
 - complete, where required, the formal Field Evaluation for each of their participating Brescia teacher candidates.
19. **Responsibilities – Brescia University Faculty:** Brescia University faculty agree to:
- make the initial placement contact with the school or agency;
 - verify that the School of Education has a record of a positive background check for the candidate(s) to be placed;
 - share their expertise and resources with the Brescia teacher candidates and field supervisor(s);
 - clearly indicate expectations for the candidate and the field supervisor;
 - maintain an open line of communication with the teacher candidate(s) and the field supervisor(s).

APPENDIX A
SAMPLE OF POSSIBLE
GUIDELINES FOR OBSERVATIONS

I. General Observations

- a. What is the subject being taught? What are the stated or implied goals?
- b. How does the teacher motivate the student(s)? How is the lesson opened?
- c. What materials and equipment are used? What technologies?
- d. How are student responses reinforced?
- e. What evidence is there of good teacher-pupil relationships?
 - i. Describe the relationships.
 - ii. If necessary, describe what is hindering the relationships.
- f. Eavesdrop on some student-to-student conversation and tune into the topics of talk. Record some examples of what is said.
- g. What attempts are made by the teacher to initiate the materials being presented from the student's instructional level and interest point? If you perceive no such attempts by the teacher, what might the reason be?
- h. How does the teacher close class?
- i. Describe the physical atmosphere in the classroom (comfort, color schemes, noise, temperature, lighting, furniture organization, bulletin boards, etc.).
 - i. Does this atmosphere reinforce-encourage, or detract from the teacher's approach? Explain
 - ii. Does the atmosphere encourage-reinforce, or detract from the students' reactions? Explain
 - iii. Does the atmosphere encourage-reinforce, or detract from the lesson or student learning? Explain
- j. From your observations, select one aspect which impressed you enough to consider incorporating in your own teaching. Identify one aspect you would reject; explain.

II. Observation of Non-Verbal Behavior

- a. Where does the teacher spend most of the time in the class? Does the teacher's physical position vary with the kind of message s/he is sending? Explain.
- b. Describe facial and body gestures.
- c. Where does the teacher direct his/her eyes?
- d. Does the teacher's dress and grooming reinforce or detract from the teacher's verbal message? Explain why or why not.
- e. From your observation of the teacher, identify what you feel are the non-verbal messages being sent.
- f. What attitude is conveyed by student non-verbal behavior as they enter the room?
- g. Check if the students do the following:

_____ attentively listen	_____ slouch	_____ passively listen
_____ make eye contact with the teacher		_____ nod, sleep
_____ respond without raising hands		_____ raise hands
_____ avoid eye contact with the teacher		_____ watch clock
_____ work on homework from another class		_____ fidget
- h. What are the three most common behaviors, and why do these particular three occur? (use the above list)

FIELD SUPERVISOR EVALUATION FORM

**Brescia University – School of Education
FIELD SUPERVISOR'S EVALUATION**

Edu #16a

Brescia Student _____ Date of Evaluation _____

Site _____ Field/Site Supervisor _____

Grade/Age _____ Activity _____ Type of Class _____

Please rate your Brescia student on the following rating scale. (Rating Scale: 4 = Outstanding/Distinguished Evidence/Performance; 3 = Proficient/Satisfactory Evidence/Performance; 2 = Limited but Adequate Evidence/Performance; 1 = Inadequate/Little or No Evidence)
When appropriate, you may also indicate "No Opportunity to Observe"

Behaviors		Rating	Comments (if any)	No Opp to Observe		
DISPOSITIONS						
Ethics	1. Dependability, responsibility, trustworthiness					
	2. Cooperation with supervisor					
	3. Prepared each day					
	4. Care of material & equipment					
Advocacy	5. Vitality, enthusiasm					
	6. Awareness of student/participant needs					
	7. Interaction with students/participants					
	8. Positive, caring attitude					
Service	9. Willingness to participate					
	10. Level of involvement					
	11. Willingness to go beyond					
Lifelong Learning	12. Voice, diction, grammar					
	13. Creativity – methods, materials					
	14. Connects learning to "real life"					
	15. Communicates eagerness & curiosity					
SKILLS						
	16. Poise, self-control					
	17. Understanding of Core Content					
	18. Quality of preparation/planning					
	19. Use of diverse strategies					
	20. Classroom/Behavior management					
OVERALL RATING						

How would you like to have this person teaching next door to you next year (realizing, of course, that this student has not yet experienced student teaching)?
Further comments:

Signature – Field Supervisor

Date

Complete & mail in the enclosed envelope OR return to your Brescia student. – OR – Complete & save as word document; attach to email to your Brescia contact (firstname.lastname@brescia.edu) – OR – Print, sign, and mail the evaluation to: [your Brescia contact], School of Education, Brescia University, 717 Frederica Street, Owensboro, KY 42301. Thanks so much for working with a Brescia student.

APPENDIX C

FIELD ACCOUNTABILITY
FORM

Brescia University
School of Education
Field Experiences Accountability Form

Edu #20

Your Name:	Supervisor's Name:
Brescia Course Name & Number:	Field Experience Site (School/Agency Name):
Edu ____ : _____	_____

Date & Time (start/finish)	Brief Description of Activity - or - Type of Involvement	Signatures:	Supervisor & Student
Date:		Sup:	
Time: /		Stu:	
Date:		Sup:	
Time: /		Stu:	
Date:		Sup:	
Time: /		Stu:	
Date:		Sup:	
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Total		
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