



Field Handbook



This Field Handbook describes the professional expectations, values and dispositions upon which Brescia's program is based as well as the policies and procedures to be followed by the teacher candidates and field supervisors.

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Brescia University
School of Education Program

Conceptual Framework Model



**Brescia University School of Education candidates are challenged to become Professional Educators
committed to
Ethics, Advocacy, Service, and Lifelong Learning.**

INTRODUCTION

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

- Ethics
- Advocacy
- Service
- 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 candidates. 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 candidates to encounter these values and dispositions in their field experiences and clinical practice.

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, candidates 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 candidates. We are certain these field opportunities are core to the candidates’ professional growth and dispositional maturation as professional educators. To those serving 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 professional expectations, values and dispositions upon which Brescia’s program is based as well as the policies and procedures 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 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 IDD; the Arc of Owensboro (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; First Steps; and Kelly Autism Program of Kentucky. When appropriate, candidates have the opportunity to participate in field experiences or clinical practice 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 designed to directly relate, expand, and enhance course content and expected outcomes. Candidates utilize reflective journaling, class discussions, and projects to identify the links between principles and concepts presented in the specific education course with their observations and experiences. This integration of field experiences is designed to bridge the gap between theory and practice. During each field experience the candidate must demonstrate not only understanding of the content to be taught, effective pedagogy and ability to positively impact the learning of all P-12 students effective application of diverse teaching strategies to accommodate the learning styles found within the classroom.

According to 16 KAR 5:040. Admission, placement, and supervision in student teaching:

each student shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

- (a) Engagement with diverse populations of students which include:
 - 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
 - 2. Students from different socioeconomic groups;
 - 3. English language learners;
 - 4. Students with disabilities; and
 - 5. Students from across elementary, middle school, and secondary grade levels;
- (b) Observation in schools and related agencies, including:
 - 1. Family Resource Centers; or
 - 2. Youth Service Centers;
- (c) Student tutoring;
- (d) Interaction with families of students;
- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community; and

(g) Opportunities to assist teachers or other school professionals.

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 44 hours of experiences in Title I schools and in ethnically diverse placements, and at least 26 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

Students 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 Education – 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)

Level of Courses	Nature of Most Field Experiences
	<p>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 (for reading and language arts) • After school programs with instructional responsibilities • Longer commitments; content specific placements <p>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., 418 and 415, 416 & 417 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>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., Teacher Standards, SPAs] 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. 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. In the Senior Practicum (Edu 415, 416 or 417) 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 50 hours for the Senior Practicum.

Special Education Addendum

In both the special education Senior Practicum (Edu 418) 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. In addition, self-assessment through journal reflections, PGP, and video critique is emphasized.

Interdisciplinary Early Childhood Education (IECE) Addendum

In the IECE Infant/Toddler Senior Practicum (Edu 414), 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 50 hours throughout a semester. This pre-clinical practice senior practicum – together with clinical practice – allows IECE candidates to gain significant experiences across the whole birth through 5-year-old range.

Senior Practicum

Supervised teaching experience during the semester immediately preceding Clinical Practice focuses on the assessment, design, and implementation of systemic instruction and collaboration for elementary, middle, and secondary grades. In addition, self-assessment through journal reflections, PGP, and video critique is emphasized. Required 50 field hours and meetings with instructor.

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 experience 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)
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 Education (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 • Attend a School Board meeting 	I/G	Elementary Middle Secondary
Edu 213 – School Health, Safety,	<ul style="list-style-type: none"> • At this time, only clinic hours listed 		

Course	Expectations	I/G	Typical Site(s)
Nutrition & the Environment	<ul style="list-style-type: none"> Observe YCR/FRC 		
Edu 246 – Technology Application & Integration in Education (8 hours)	<ul style="list-style-type: none"> Experience & observation Use of technology in labs and classrooms Assist with school projects Evaluate software Web resources 	I/G	Area schools; any level
Edu 255 – Teaching Diverse Populations of Children & Youth (20 hours)	<ul style="list-style-type: none"> Introductory and experiential Direct experience working with individuals with disabilities & other key factor of diversity (i.e. gender, poverty, ESL, Gifted) Participation in planned activities Tutorial and/or support with individuals and/or groups 		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 individuals with disabilities & diverse learning needs 	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, & 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 		First Steps, early intervention specialists, preschools, area schools

Course	Expectations	I/G	Typical Site(s)
	<ul style="list-style-type: none"> settings Develop appropriate interactions skills through experiential knowledge 		
Edu 308 – Infant/Toddler Preschool Assessment (15/20 hours)	<ul style="list-style-type: none"> Develop individual field experience professional development plan Conduct two or more screenings or assessments Involve families and/or service providers Use ethical practices 		First Steps, Families, Head Start, Preschools
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 		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 		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 		Head Start, Preschools (private and/or public)
Edu 314/15 – Children's/ Adolescent	<ul style="list-style-type: none"> Observe, describe, make conclusions about the teaching of children's or 	I/G	Area schools; any level

Course	Expectations	I/G	Typical Site(s)
Literature (12 hours)	<ul style="list-style-type: none"> 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 		
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 in 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 • 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 		Area elementary, middle, or secondary schools with special

Course	Expectations	I/G	Typical Site(s)
	<ul style="list-style-type: none"> 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 		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 		Area elementary, middle, or secondary schools with special education programs
Edu 337 – Behavior Disorders: Techniques & Procedures (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 		Area elementary, middle, or secondary schools with special education programs
Edu 350 – Diagnosis & Assessment in Special	<ul style="list-style-type: none"> Select child between the ages of 7 and 14 (preferably older than 7 and younger than 14) 		Neighborhood or Family members (avoid children already with

Course	Expectations	I/G	Typical Site(s)
Education (10 hours)	<ul style="list-style-type: none"> 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) 		IEPs)
Edu 401 – ESL: Language & Culture (10 hours)	<ul style="list-style-type: none"> Observe culturally diverse classrooms Observe universal and particular beliefs of various cultures Interact with teachers and students in ESL program 	I/G	School(s) with concentrations of culturally diverse students; usually downtown city schools
Edu 402 – ESL: Acquisition & the Skill Set for Teaching ESL Students (10 hours)	<ul style="list-style-type: none"> Participate in reading instruction of ESL population Observe language acquisition Reflect on language acquisition's impact on ESL pedagogy 	I	School(s) with concentrations of culturally diverse students; usually downtown city schools
Edu 403 – ESL: Methods & Materials Teaching P-12 ESL Students (10 hours)	<ul style="list-style-type: none"> Participate in instruction of ESL Reflect on impact of various methods, techniques & approaches used for teaching second language acquisition Assess learning based on methodology 	I	School(s) with concentrations of culturally diverse students; usually downtown city schools
Edu 404 – ESL Practicum (30 hours)	<ul style="list-style-type: none"> Assess, design, and implement systematic instruction and collaborative practices for ESL students Reflect on own methods, strategies & techniques for professional 	I	School(s) with concentrations of culturally diverse students; usually

Course	Expectations	I/G	Typical Site(s)
	growth		downtown city schools
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 <i>for</i> or develop resources for the teacher ○ Plan unit; teach lesson or series of lessons 		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 <i>for</i> or develop resources for the teacher ○ Plan unit; teach lesson or series of lessons 		Area middle or secondary schools
Edu 411 – History/	<ul style="list-style-type: none"> • Interview experienced teacher re: philosophy 		Area middle or secondary

Course	Expectations	I/G	Typical Site(s)
Philosophy of Education (15 hours)	<ul style="list-style-type: none"> 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 		schools
Edu 412/13 – Curriculum & Classroom Management for Middle Grades (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 		Area elementary or middle schools
Edu 414- Practicum: IECE Infant/Toddler (150 hours)	<ul style="list-style-type: none"> Long term, consistent placement; <i>minimum</i> 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 		NICU, First Steps, Families, Head Start, Preschools
Edu 415, 416 or 417 – Practicum Elementary, Middle School & Secondary (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 		Area elementary, middle, or secondary schools specific to teacher candidate's area

Course	Expectations	I/G	Typical Site(s)
	<p>instructional responsibility for portion of each day in setting</p> <ul style="list-style-type: none"> • Develop, teach, & assess a unit • Assess and gather data • Attend Sight Based Decision Making council • Attend PLC 		major.
Edu 418 – Practicum: Special Education 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 		Area elementary, middle, or secondary schools with special education programs
Edu 430 – Adaptive & Assistive Technology: Communication & Curricular Issues (8 hours)	<ul style="list-style-type: none"> • Observe at Wendell Foster Center for utilization of adaptive and assistive technologies • Emphasis is not on direct involvement unless appropriate or possible • Western Kentucky Assistive Technology 	I/G	Wendell Foster Center, Western KY Assistive Technology Center (WKATC) 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 		Public or Private Kindergartens

Course	Expectations	I/G	Typical Site(s)
	<ul style="list-style-type: none"> Assess and gather data Reflect on own methods, strategies, techniques 		
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 		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)
Edu 443 – Legal Aspects, Parental Issues & the IEP	<ul style="list-style-type: none"> Only clinic hours listed 		
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 digital recording 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 200 hours and up to more than 500 hours of combined field and clinic experiences. In fact, candidates must complete at least 200 such hours prior to admission to clinical practice. Of these 200 hours required for admission to clinical

practice, at least 175 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 field experiences can include Family Resource Centers, Youth Service Centers, student tutoring, interaction with families of students, attendance at school board and school-based council meetings, participation in a school-based professional learning community, or opportunities to assist teachers or other school professionals. 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 Education	12	4
Edu 204	Introduction to Education	15/20	10
Edu 213	School Health, Safety, Nutrition & the Environment		20
Edu 246	Technology Application & Integration in Education	8	8
Edu 255	Teaching Diverse Populations of Children & Youth	20	10
Edu 256	Adaptive Physical Education	5/10	10
Edu 257	Physical Education (P-5)		10
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 in Elementary Grades/Methods	20	15
Edu 320/29	Science for Elementary Grades/Methods	15/20	10
Edu 321	Teaching Reading in the Elementary Schools	15/20	10
Edu 322/27	Teaching Reading in Content Areas/Secondary	15/20	10
Edu 323/34	Math Methods for Elementary Grades/Teaching Math	15/20	10

Course Numbers and Names		Field	Clinic
Edu 325/26	Teaching Lang Arts in the Elementary 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: Techniques & Procedures	20	10
Edu 350	Diagnosis & Assessment in Special Education	10	8
Edu 401	ESL: Language and Culture	10	5
Edu 402	ESL: Acquisition and Skill Set for Teaching ESL Students	10	5
Edu 403	ESL: Methods and Materials for Teaching P-12 ESL Students	10	5
Edu 404	ESL Practicum	30	
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 for the Middle Grades	15	6
Edu 414	Practicum – IECE Infant/Toddler	150	
Edu 415	Practicum – Elementary (P-5)	50	
Edu 416	Practicum – Middle School (5-9)	50	
Edu 417	Practicum – Secondary (8-12)	50	
Edu 418	Practicum – Special Education: LBD	50	
Edu 430	Adaptive & Assistive Technology: Communication & Curricular Issues	8	6
Edu 431	Transition to Kindergarten Curriculum & Methods	20	10

Course Numbers and Names		Field	Clinic
Edu 441	Career Education and Family Life	15	8
Edu 443	Legal Aspects, Parental Issues & the IEP		8
Art 370	School Art Methods	3	

Assessment of Candidate Performance

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 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

Absence Notification

Field placements are presumed to be professional commitments; when unable to meet for a scheduled field experience, the candidate must notify the school or agency, their field supervisor, and their Brescia University faculty member.

Background Checks

- a) Prior to beginning any individual interactive field placement, the candidate will have obtained and submitted a valid background check. Kentucky residents will utilize the Kentucky Court of Justice website. Candidates from other states will need to obtain this from their state law enforcement agency. This service carries a fee which is the responsibility of each candidate. 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.
- b) Before Clinical Practice a more comprehensive background check requiring fingerprints will be conducted. The candidate must request this through the Central Office of the School District where they will do their clinical practice. A copy of this report must be submitted to the School of Education office.

Child Abuse

The candidate must be aware of the school district’s policy in regard to teacher responsibilities and 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.*

Confidentiality

All personally identifiable information obtained from a field experience must be kept confidential at all times. Discussing any such information publicly (and that includes with your roommate or your spouse) puts your professionalism as an educator in question, is unethical, and is in violation of the Family Education Right to Privacy Act (FERPA).

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 candidates to participate within the schools under the supervision of certified employees.

Corporal Punishment

Under no circumstances is a candidate to administer any form of corporal punishment to P-12 students or serve as a witness when any certified teacher administers such punishment.

Sr. Sharon Sullivan Curriculum Resource Center (CRC) Materials

Candidates may access material from the CRC for use in their field experiences. Material must be returned in good condition prior to the end of the field placement. The cost of replacing any material lost or damaged will be the responsibility of the candidate.

Variety in Field Experiences

The following policies are intended to ensure field experiences in compliance with 16 KAR 5:040. Admission, placement, and supervision in student teaching - Section 3.(3): Beginning September 1, 2013, prior to admission to student teaching, each candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

a) Engagement with diverse populations

At least 80% of the 200-hour field experience requirement 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.

1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member

At least 20 hours must involve direct contact with students from a minimum of 2 different ethnic/cultural groups of which the candidate is not a member.

2. Students from different socioeconomic groups

At least 30 hours of the basic 200-hour requirement - must be in schools with a Title I designation; for IECE candidates, a Head Start setting.

3. English language learners

At least 5 hours must involve direct contact in a program or setting serving English language learners.

4. Students with disabilities

At least 20 hours must involve direct contact in a program or setting serving children or adults with exceptional needs.

5. Students from across elementary, middle school, and secondary grade levels

At least 20 hours must involve direct contact in a program or setting serving students at all each grade level listed above.

b) Observation in schools and related agencies

1. Family Resource Centers, Youth Service Centers
2. School board meeting
3. School-based council meeting
4. School-based professional learning community

The remaining 20% of the field experience hours must include all of the following:

- c) Student tutoring;
- d) Interaction with families of students;
- e) Attendance at school board and school-based council meetings;
- f) Participation in a school-based professional learning community; and
- g) Opportunities to assist teachers or other school professionals.

Economic Diversity

At least 15% of the basic 200-hour requirement (29.6 of the 175 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.

Diverse Learning Needs

At least 20* hours must involve direct contact in a program or setting serving children or adults with exceptional needs.

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 candidates 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 Section a) 1-5

Documentation of Candidate Field Experiences

Documentation of the location and duration of candidate field experiences is maintained both electronically and in hard copy in the School of Education office. 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.

Evaluations

Any 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 candidate 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. The copies of the evaluations should be shared with the candidates by the course instructor and used as assessment data for Professional Growth Plan development with advisor. Originals of the evaluations are included in candidate's official record.

Field Accountability Forms

Each 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.

Field "Journals" or "Reflections"

The nature of the field journals or written reflections will vary from class to class. However, 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.

Host School Policies

Candidates must follow the host school's policies as they apply to regularly employed teachers.

Name Tags

The 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 clinical practice.

"Two Hundred Hours" Requirement

Prior to admission to Clinical practice, candidates must complete 200 hours of field and clinic experiences; at least 75% of such hours (or a minimum of 175 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].

Placement

The initial formal contact for any field placement must be made by the CRC Director or Brescia University faculty member responsible for the accompanying course. Although candidates may request specific placements and informally converse with persons at that site prior to beginning the actual placement, the CRC Director or 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 candidates.

Responsibilities –Candidates

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.

Responsibilities – Field Supervisors

Field supervisors agree to:

- share their expertise and resources with the candidates;
- make possible interactive teaching experiences (where appropriate) for the candidates;
- introduce the candidate to their own school/agency community;
- share – as appropriate – background and information about their students/clients;
- put those candidates to work;
- inform the relevant School of Education faculty if they have a concern about the performance or professionalism of any candidate;
- complete, where required, the formal Field Evaluation for each of their participating candidates.

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 candidates and field supervisor(s);
- clearly indicate expectations for the candidate and the field supervisor;
- maintain an open line of communication with the candidate(s) and the field supervisor(s).
- The CRC director arranges placement for some classes.

APPENDICES & FORMS

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 students' 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 conversations 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 students' 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 students' 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)

EDU#16A: Field Supervisor's Evaluation

Candidate _____ Date of Evaluation _____

Site _____ Field/Site Supervisor _____

Grade/Age _____ Activity _____ Type of Class _____

University Supervisor _____ Education class name & number _____

Please rate your Brescia candidate on the following **Rating Scale: 4 = Distinguished; 3 = Proficient; 2 = Emergent; 1 = Insufficient** 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			
PROFESSIONAL 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 Clinical Practice)?

Field Supervisor Signature: _____ **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 candidate. Revised Fall 2013

Edu #20Brescia University School of Education Field Experience Accountability Form

Candidate Name: _____ Course: EDU _____ Course Instructor: _____

Teacher Observed: _____ School: _____ School Setting: County City Catholic Other

Age (IECE) _____ or Grade Level: _____ <25% Free/ Reduced 25-50% Free/Reduced ≥51-75% Free/Reduced

Student Diversity: Caucasian African American Hispanic Burmese Asian Other _____

Gifted/Talented ESL Disabilities _____

Type of Experience: Observed in a FRC or YSC Participated in school PLC Attendance at school board School based training

Interaction with families of students Taught Whole Class Lesson Interviewed students

Small Group Instruction Provided Teacher Support Student Tutoring Other

Co-Teaching Strategy: One teach/One assist One teach/One Observe Station Parallel

Supplemental Alternative Team

Brief Description of Experience:

Date: _____ Arrive: _____ Depart: _____ Signature of the teacher observed: _____

Teacher Observed: _____ School: _____ School Setting: County City Catholic Other

Age (IECE) _____ or Grade Level: _____ <25% Free/ Reduced 25-50% Free/Reduced ≥51-75% Free/Reduced

Student Diversity: Caucasian African American Hispanic Burmese Asian Other _____

Gifted/Talented ESL Disabilities _____

Type of Experience: Observed in a FRC or YSC Participated in school PLC Attendance at school board School based training

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Supplemental Alternative Team

Brief Description of Experience:

Date: _____ Arrive: _____ Depart: _____ Signature of the teacher observed: _____

Teacher Observed: _____ School: _____ School Setting: County City Catholic Other

Age (IECE) _____ or Grade Level: _____ <25% Free/ Reduced 25-50% Free/Reduced ≥51-75% Free/Reduced

Student Diversity: Caucasian African American Hispanic Burmese Asian Other _____

Gifted/Talented ESL Disabilities _____

Type of Experience: Observed in a FRC or YSC Participated in school PLC Attendance at school board School based training

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