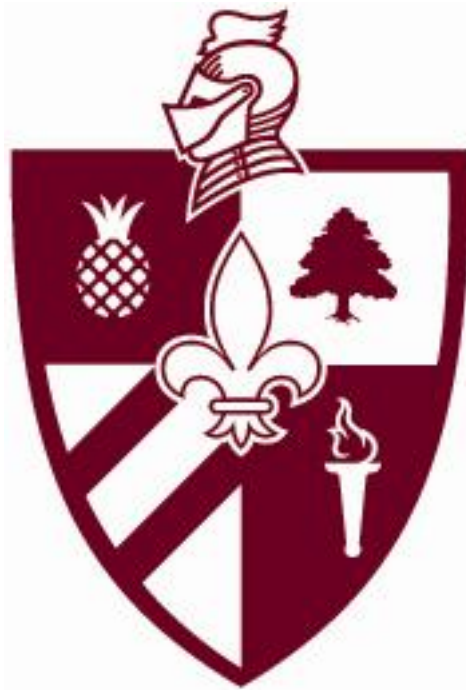


**ANNSLEY FRAZIER THORNTON  
SCHOOL OF EDUCATION**

**BELLARMINE UNIVERSITY  
2001 NEWBURG ROAD  
LOUISVILLE, KY 40205**



**FIELD EXPERIENCE HANDBOOK 2011-2012  
Initial Certification Programs**

**Program Theme: *Educator as Reflective Learner***

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## Introduction

The Annsley Frazier Thornton School of Education (AFTSE) welcomes you to one of the most significant components of its educator preparation program: Field Experience. Working with P-12 students, teachers, and principals provides a diverse and concentrated professional experience that enhances the knowledge, skills, and dispositions required for effective teaching in the 21<sup>st</sup> century. The field experience provides an authentic context in which to implement the theoretical knowledge base and practical applications of pedagogy learned in coursework. Most specifically, the field experience provides a venue for active reflection, incorporating the AFTSE's theme, *Educator as Reflective Learner*.

Field experience is a developmental process which begins early in a candidate's (preservice teacher's) program, typically in initial education coursework. The initial phase of experiences focuses on child or adolescent development, the foundations of schooling and school curriculum, and teacher roles and responsibilities. Subsequent experiences focus on instructional design and strategies, assessment, and classroom management, particularly as these pedagogical skills relate to diverse learners and their specific needs. As experiences progress, candidates plan and implement instruction, assess student learning, and evaluate learning outcomes. In all field placements, candidates are expected to display appropriate professional dispositions, adhere to the *Professional Code of Ethics for Kentucky Certified School Personnel*, and to represent Bellarmine University as conscientious and capable preservice teachers. Candidates are evaluated throughout the field experience by AFTSE faculty and cooperating teachers.

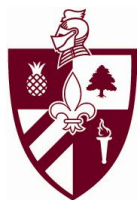
There are five primary purposes of field experience:

1. To allow candidates to explore the profession of teaching and make informed decisions about teaching as a professional career;
2. To require candidates actively to research and analyze the curriculum, content, and instructional strategies used in P-12 schools to provide appropriate learning experiences for *all* students;
3. To observe and display the professional dispositions and ethical behavior required of highly effective educators;
4. To encourage candidates to develop and refine teaching practices through continuous reflection as they relate to P-12 students from a variety of cultural and ability backgrounds; and

5. To provide formative and summative assessment data relating to candidates' progression in their development as professional educators as they become proficient in the Kentucky Teacher Standards.

These purposes serve as a basis for the full implementation of theory into practice, culminating in the professional semester. Field experience is an integral component in the preparation of outstanding educators for the challenges facing schools in the 21<sup>st</sup> century.

The *Field Experience Handbook* is intended for preservice teachers (candidates), cooperating teachers, Bellarmine supervisors and others who provide the necessary assistance and services within the field placement experience. Although the *Handbook* cannot answer all questions which arise regarding field experience, it does provide a thorough overview of the policies and procedures which govern field experience.



**BELLARMINE**  
UNIVERSITY

## Conceptual Framework

### Educator as Reflective Learner

As its *mission*, Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual's intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical, and professional competencies for successful living, work, leadership and service to others. These goals are achieved in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore*, In the Love of Truth.

As a vital component of the university, the Annsley Frazier Thornton School of Education (AFTSE) is responsible for the preparation of educators with the knowledge, skills and dispositions necessary for becoming effective contributors to the academic profession and society, in the complex and diverse world of the 21<sup>st</sup> century. Our *vision*, to prepare dynamic educators to serve, work, and lead in a changing global community, is firmly rooted in the belief that educators are reflective decision-makers.

The following table provides the rationale for the AFTSE's program theme, "Educator as Reflective Learner." Using Valli's (1997) conceptualization of five different, yet related, types of reflection, the AFTSE views reflection as:

| Valli's five types of reflection   | Connection to Bellarmine University's Educator Preparation Program  |
|--|---|
| <p><b>Technical reflection:</b> The educator matches one's own performance to external guidelines. Content of this form of reflection centers on general instruction and management behaviors based on research of teaching.</p> | <p>Reflective inquiry encourages a continuous relationship between experience and understanding, which promotes a Triad of Life-Long Learning: research, reflection, and refinement. Relying upon recognized bodies of knowledge, educators perceive relationships and connections between parts of the teaching and learning process. This style of thinking develops within each teacher a critical disposition for broad-based problem-solving abilities and also nurtures life-long</p> |

|   |  |
|---|--|
|   | learning.  |
| <b>Reflection-in and on-action:</b> The educator bases decisions on one's own unique situation and considers personal teaching performance.   | Reflective thinking involves continuous assessment, creating a balance between new information and the critical examination of prior teaching experiences relevant to the new information.   |
| <b>Deliberative reflection:</b> The educator weighs competing viewpoints and research findings regarding a whole range of pedagogical concerns/decisions (e.g., curriculum, instructional strategies, rules and organization of classroom, etc.). | Educators, while exercising freedom of choice for themselves and learners, rely on a strong research base as a guide for their pedagogy. Educators, furthermore, are responsible for initiating such activities within various styles of performance in order to meet the diverse needs of students. |
| <b>Personalistic reflection:</b> The educator listens to and trusts one's own inner voice and the voices of others. Content for this type of reflection includes personal growth and relationships with students.                                 | The reflective thinker knows that not only are one's feelings, emotions, and cognition closely related, but they are highly interactive in the teaching and learning process.  |
| <b>Critical reflection:</b> The educator considers the social, moral, and political dimensions of schooling and judges these dimensions in light of the ethical criteria such as social justice and equality of opportunity.                      | As the educator models reflective thinking, s/he encourages the same kind of thinking in her/his students. Such thinking—open-mindedness and discernment, rational judgment and creativity—is likely to transfer to other aspects of students' lives.  |

Candidates in field experience placements are required continuously to use Valli's types of reflection in formal and informal ways as they employ their knowledge, skills, and dispositions in working with P-12 students.

### **Annsley Frazier Thornton School of Education Program Objectives**

In addition to its unit mission, vision, and overall theme, the AFTSE requires candidates in all initial certification programs to demonstrate acceptable performance on its Program Objectives through the following criteria of continuous assessment: individual course assessments, field and clinical evaluations, disposition assessments, benchmark and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following Program Objectives:

- 1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- 2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
- 3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
- 4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21<sup>st</sup> Century; and
- 5) Employs Valli's five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

Thus, the field experience is a vital component in the preparation of highly effective teachers as it provides the authentic context for candidates to fulfill the proficiencies required by the AFTSE, the Kentucky Teacher Standards, and the education profession.

### **Commitment to Diversity**

The AFTSE is committed to placing candidates with exemplary teachers in highly diverse P-12 school settings. The AFTSE believes that diversity encompasses not only race and ethnicity in P-12 student and teacher populations but socioeconomic status, culture (including school settings such as urban, suburban and rural), exceptionalities, and unique attributes of schools such as a P-12 school environment or an alternative school environment.

Candidates in initial certification programs are placed in five (5) to eight (8) diverse school settings over a 2-4 year period depending on the candidates' program (undergraduate or Master of Arts in Teaching). The placements are tracked to ensure each candidate has a variety of school experiences in all areas of diversity and varied levels of schooling (elementary, middle and secondary).

The majority of candidates are placed in the Jefferson County Public Schools (JCPS) in Louisville, Kentucky. JCPS is the 18<sup>th</sup> largest school district in the country supporting 155 schools. The schools are racially diverse due to an extensive student assignment plan requiring schools to maintain between 15% minority enrollment and 40% minority enrollment, and they encompass 40 miles of urban, suburban and rural settings. The overall racial mix in JCPS is 50.4% Caucasian and 49.6% minority.

As a university in the Catholic tradition, Bellarmine encourages the consideration of the many parochial schools in the area for field placement. Typically undergraduate candidates have one placement in a parochial school or other private school setting, in addition to placements in counties surrounding Louisville, Kentucky (that are adjacent counties).

### **Code of Ethics**

The AFTSE is committed to upholding the *Professional Code of Ethics for Kentucky School Certified Personnel* in all aspects of its teacher education program, including field experiences. Candidates are introduced to the *Code of Ethics* in their initial coursework requiring field experience and are expected to abide by its stipulations throughout their program.

Violations of the *Code of Ethics*, such as falsifying the number of field hours or the signature of a cooperating teacher in a field placement, or violating the confidentiality of information concerning students, are serious and may result in dismissal from the AFTSE. The *Code of Ethics* can be found in Appendix A.

Additionally, all candidates must complete (and pass) a criminal records check before beginning field placement and adhere to all character and fitness policies as determined by the Kentucky Education Professional Standards Board.

### **Professional Behaviors and Dispositions**

The AFTSE believes that teacher candidates must model professional behavior and appropriate dispositions in all facets of their preparation program, including field experiences. Candidates are made aware of the professional behaviors and dispositions valued by the AFTSE in their initial coursework as part of the continuous assessment of their field performance and Dispositions Self- and Institutional Assessments (see Appendix B). In addition to dispositions, candidates are provided the following guidelines:

#### **Appropriate Dress:**

- Nice dress pants (khaki, black, brown, etc.)
- Skirt or dress that is **no more than** an inch or two above the knee
- “Formal” shoes or dress sandals
- Blouse or sweater that has **high** neckline and comes well below the waistline of pants or skirt – even when bending over, there should be absolutely **NO cleavage or belly/back skin showing**
- Minimal, “tasteful” jewelry – necklace/earrings/bracelet
- Collared shirt for men; necktie is preferable, but not required unless required by the school dress code

#### **Inappropriate Dress:**

- NO jeans
- NO flip-flops
- NO T-shirts or Sweats
- NO shirts with slogans or messages
- NO lip/eyebrow/nose studs or rings
- NO questionable jewelry (skull earrings or rings)/book bags w/questionable graphics
- NO clothing that reveals too much skin...when in doubt, DO NOT WEAR!
- NO colorful underwear worn under sheer or white outer clothing
- NO exposure of underwear (men or women) outside of outer clothing
- NO exposure of questionable tattoos, or tattoos in more “personal” areas such as lower back

Many schools now have very rigid dress codes that include no jewelry worn by males or no “sagging” of pants, for example. **You must follow the dress code of your school, but must also**

**adhere to Bellarmine’s policies on dress. There may be instances where your cooperating teacher wears clothing that you are not permitted to wear. Simply inform that individual that you must meet Bellarmine’s requirements for professional dress. Professional dress is absolutely essential when you are being observed and/or evaluated for early hire.**

#### Professional Behavior and Language:

- Punctuality: You are expected to arrive not only on time, but in advance of the beginning of the school day in an effort to assist your cooperating teacher with planning and preparation.
- Language and conversation: All conversations with faculty and administrators should be professional, avoiding slang or profanity, and in line with professional rules of confidentiality. Negative and/or defamatory comments about students, faculty, and administrators are unacceptable. Conversations and discussions with parents also should be professional; avoid “college” talk or slang, as you should communicate differently with a parent than you would with friends.
- Correct grammar/spelling in talking and writing: You are expected to use (in conversation and writing) correct grammar, punctuation, and spelling, especially on materials for student use. All lesson plans, notes to parents, student materials, and communication should be proofread and checked for errors.
- Cell phones and/or appointments: You are to keep cell phones, personal electronic devices, etc. out of the classroom (even if your cooperating teacher uses his/hers), checking them only if absolutely necessary at lunch or during an accepted break. There should be no texting during the school day. There should be no reason for you to schedule any appointments during your field experience time (unless there is an unusual medical emergency). Should you need to leave school immediately for an emergency or necessary appointment, your cooperating teacher should be notified well in advance.
- Absences should be in the instance of serious illness or true emergency, with as much advance notification to your cooperating teacher as possible. Hours missed due to absences must be re-scheduled with the agreement of your cooperating teacher.
- You are expected to follow the Professional Code of Conduct for the school district at all times and observe all school rules and faculty procedures.
- You are expected to adhere to the *Professional Code of Ethics for Kentucky Certified School Personnel* (<http://www.epsb.ky.gov/>) at all times.

#### **Policies and Procedures**

Field Experiences are governed by the policies, requirements, and standards of the AFTSE, the Kentucky Education Professional Standards Board (EPSB), and the National Council for Accreditation of Teacher Education (NCATE). Inherent in these policies and procedures are the roles of the University, and the roles of the Field Placement Coordinator, Candidate, Cooperating Teacher, and Bellarmine Supervisor.

#### Role of the University

The Annsley Frazier Thornton School of Education houses the Office of Field and Professional Semester (Clinical) Experiences, which is staffed by the *Field (and Professional*

*Semester) Coordinator.* This office serves as the primary contact between the university and the P-12 schools and/or community settings in which candidates are placed. The coordinator of field and professional semester placements functions as the liaison between the university and the P-12 schools and community settings regarding placements, and communicates timely and accurate information to local schools, school districts, and appropriate agencies. In collaboration with university and AFTSE faculty, the coordinator establishes the unit's policies and procedures for field and professional semester experiences, and facilitates the implementation of these policies and procedures.

### *The Field Placement (and Professional Semester) Coordinator*

The role of the Field Placement Coordinator was developed to meet the requirements of EPSB and NCATE for field experience, as well as the needs of the AFTSE to coordinate field experiences with program curriculum and coursework. The primary role of the Coordinator is to determine appropriate placements for candidates and communicate with the district and/or schools to establish these placements. Faculty who teach courses with field experiences can then concentrate on the field experience reflective assignments required by the specific course.

The Coordinator is responsible for:

- Placing candidates in a diverse school setting (diversity in P-12 students and teachers)
- Contacting building principals to find exemplary cooperating teachers in their buildings, and providing districts with lists of candidates' field placements
- Consulting with AFTSE faculty, school-based faculty, and district staff to identify quality schools for participation in field placements
- Assigning candidates to cooperating teachers and notifying faculty of assignments
- Providing field course instructors with the Criminal Records Check forms
- Ensuring that assigned cooperating teachers and course instructors understand the goals, policies and procedures of the field experience
- Tracking field placements for each candidate in the unit database to ensure diversity
- Coordinating field data (such as cooperating teacher evaluations) for *Livertext* input
- Sending and collecting required field forms (log of hours, evaluations, etc.)
- Selecting faculty (in conjunction with School of Education administration) to be university supervisors (for undergraduate junior practicum) and assisting with training of those faculty

### *Responsibilities of Bellarmine Candidates*

All initial certification candidates in the AFTSE are required to complete field experiences as part of their program proficiencies as outlined in the continuous assessment plan. Candidates must adhere to the policies and procedures established by the AFTSE regarding satisfactory field experience completion, and have the following responsibilities:

- Contact cooperating teacher(s) for initial meeting
- Set up observation schedule with cooperating teacher

- Review introductory letter field requirements (including required activities and assessments) with cooperating teacher
- Be on time for observations
- Contact the cooperating teacher(s) as soon as possible of an absence
- Dress professionally
- Use professional behavior, language, and dispositions when engaged with colleagues, students and parents
- Plan with the cooperating teacher(s) to schedule teaching lesson(s) and/or activities
- Give the cooperating teacher(s) the initial (where required) and final evaluations
- Have the cooperating teacher(s) sign the Log of Hours at each school visit
- Schedule a final conference with the cooperating teacher(s)
- Complete the required evaluations on *LiveText* (or hard copy as required; Appendix D)
- Observe academic honesty policies in regard to all field requirements
- Assume responsibility for the completion of all required forms and delivery of those forms to designated university personnel
- Complete all assignments and reflections associated with field experience completion

### Responsibilities of Cooperating Teacher

The P-12 cooperating teacher serves in an integral role to the successful completion of field experience. The AFTSE greatly appreciates the commitment of cooperating teachers to developing future colleagues in the profession and engages them as partners in modeling best professional practice and evaluating the performance of candidates. Responsibilities of cooperating teachers include:

- Review the introductory letter (if provided) and field expectations from the AFTSE course instructor or university field supervisor (undergraduate junior field practicum)
- Conduct initial meeting with the candidate as an introduction to the school, school and classroom policies, and expectations for field experience
- Set up observation schedule with the candidate
- Allow candidate to be engaged in class activities, teaching, tutoring as appropriate or needed
- Complete initial (if requested) and final evaluation of candidate performance\*
- Sign Log of Hours at each visit to the school
- Conduct a final conference with the candidate, providing feedback on performance

\*The cooperating teacher may be provided with a stamped envelope for return of the field evaluation form to the university. The teacher may elect to mail the evaluation or to seal the envelope and ask the candidate to return the evaluation to the designated person. **It is the responsibility of the candidate to ensure that the evaluation form is received by the university course instructor by the designated due date.**

### Responsibilities of Bellarmine Field Supervisor (Undergraduate Junior Field Practicum)

The undergraduate candidates who have junior level status and are taking their content methods courses prior to the professional semester are engaged in an intensive field practicum at one specific school each semester. This practicum experience includes lesson design and implementation with P-12 students, which is observed and evaluated by a university supervisor assigned to each candidate (see Pre-professional Semester Teaching Assessment Form in Appendix E. The responsibilities of the Bellarmine Field Supervisor include:

- Attend the Junior Field Practicum Orientation in fall and spring semesters
- Meet with assigned candidates to establish expectations and schedule for lesson observation(s)
- Meet with the cooperating teacher(s) of each candidate at the beginning of each semester to establish field procedures
- Conduct informal observations of each candidate: 2 in fall semester; 1 in spring
- Conduct formal observations of each candidate, using the Pre-professional Semester Teaching Assessment Form: 1 in fall semester; 2 in spring semester
- Arrange time to conference with the candidate and the cooperating teacher(s) after each formal evaluation
- Read the candidates' assigned field journals and respond accordingly
- Be available to candidates and cooperating teachers for questions and/or concerns
- Conduct a final meeting or conversation with the candidate and cooperating teacher(s) at the end of each semester

### Responsibilities of Course Instructor

The instructors of professional education courses that have accompanying field experiences play an integral role in the development of candidates' knowledge, skills, and dispositions as they manifest themselves in authentic school environments. Course instructors have the final determination of candidates' satisfactory completion of field requirements. The responsibilities of course instructors include:

- Review all field policies, procedures, and requirements with candidates prior to entering placements, including securing a Criminal Records Check on candidates (Appendix C)
- Where appropriate, accompany candidates (as a group) to orientation at assigned school
- Give introductory letter and field requirements to candidates to discuss with assigned cooperating teachers
- Make available to candidates the necessary forms (log of hours, initial evaluation for junior practicum and final evaluation completed by cooperating teacher); remind candidates to complete the Evaluation of Field Placement on *LiveText*
- Assign Journal format and other assessments (and their due dates) for field experiences (excluding junior field practicum)
- Set deadline for submission of required forms and collection procedure
- Review cooperating teacher evaluations with each candidate
- Determine satisfactory completion of all field requirements and assign grade
- Submit required field forms for *LiveText* entry

### Field Requirements

Required Hours: Candidates are required to complete the number of field hours designated by the specific course or practicum in which they are enrolled (see Appendix F). Hours are to be recorded on the *Log of Hours* sheet (see Appendix G) with the signature of the cooperating teacher or principal *for each individual visit*. There is a *Log of Hours* for inside the classroom experiences and a *Log of Hours* for outside the classroom experiences. The *Log of Hours* is submitted as documentation of hours completed. Hours are to be completed at the school/location designated by the course instructor, by the required due date. Any deviation from this requirement is to be cleared with the course instructor or field supervisor.

Procedures for Visits: Candidates are responsible for contacting their field cooperating teacher to set up an initial visit unless there is an initial group visit by the course instructor with the class. If the cooperating teacher does not respond in a timely manner to email or telephone messages, the candidate needs to make a visit to the designated school to make contact.

Candidates may be given an introductory letter (see Appendix H) by the course instructor to present to the cooperating teacher or principal. All candidates will have the cooperating teacher evaluation form, which contains expectations for field, to present to their cooperating teacher(s).

When visiting the school, candidates should do the following:

- Introduce yourself to the school secretary, telling your name, that you are a Bellarmine student doing observation with Ms./Mr. \_\_\_\_\_, and coming on \_\_\_\_\_ days of week
- **Sign-in at office each time you come to the school;** some schools require signing out as well
- Give your cooperating teacher basic information about yourself in writing (name, contact information, days/times you will be in his/her class)
- **Discuss the activities you will be doing in the classroom, and the requirements of the field placement for both you and your cooperating teacher, including sharing the cooperating teacher evaluation form**
- When you are ready to leave, be sure your teacher is aware that you are leaving
- Have your cooperating teacher sign your log **each time you visit**
- Observe all school policies, procedures, and dress code when present

Policy Regarding Absences:

- Candidates are expected to be in the classroom **according to the schedule that they have worked out with their cooperating teacher.** (The teacher counts on your being there as planned.)
- If you are unable to attend on your scheduled day/time, **you must call the school to notify your teacher.** Should you know in advance that you will not be able to attend, you should notify the school as soon as you have that information. **Do not expect your teacher or the school to keep up with your attendance...it is your responsibility!**
- If you need to change your schedule, or you wish to go to the school at times other than originally scheduled, you must consult your cooperating teacher.

- **Absence is to occur only in extreme cases!** You must still complete your required number of field hours regardless of absences.

Expectations for Performance and Evaluation: Candidates are expected to understand thoroughly the behaviors and dispositions being evaluated by their cooperating teachers as detailed on the *Cooperating Teacher Field-Based Evaluation Form –Level I or II* (see Appendix I). Evaluation of performance in the field placement is a significant component of candidate proficiency and movement through required Transition Points. The following is expected of each candidate:

- Conference initially with the cooperating teacher to explain responsibilities (both candidate and teacher) and expectations – especially the Field-Based Evaluation Form
- Arrive promptly, on designated dates
- Check-in at school office
- Stay for the agreed time period
- Notify the teacher in advance of absence
- Keep the **Log of Hours** and have it signed at each visit by the cooperating teacher
- Have the cooperating teacher complete an **evaluation, including signing the back of the evaluation and indicating/confirming the number of hours attained**
- **Spend time observing; but more time working and interacting with students**
- Document your observations and reflections **after leaving your placement** – as soon as possible for accuracy in reflection. Candidates should avoid concentrating on taking notes during the placement instead of interacting with students.

Possible Bellarmine candidate activities:

- ✓ Assist individual P-12 students with projects, seat work
- ✓ Work with small groups or individual students (review, make-up tests, re-teaching)
- ✓ Grading papers
- ✓ Listen to student(s) read aloud/tutor student in content area
- ✓ Assist in helping student with assignments or staying on task
- ✓ Assist teacher with instructional activities/planning/classroom tasks – but only when this does not interfere with interactions with students (such as during a teacher’s planning time)

Bellarmino candidates are **not** expected to:

- ✓ Assume sole responsibility for classroom instruction, field trips, activities
- ✓ Administer substantive discipline in place of the classroom teacher
- ✓ Function as a substitute teacher
- ✓ Receive remuneration of any kind for performing school duties

\*Principals are to determine whether or not an education candidate should remain in a classroom staffed by a substitute teacher.

Evaluation is a very important component of the field placement – both as feedback to the candidate about his/her performance, and as feedback to the School of Education regarding

candidate performance and proficiency. The candidate will be given feedback from the evaluation either by the cooperating teacher, university supervisor, and/or course instructor. Concerns about performance in the field placement will be discussed with the candidate and may result in a dispositions intervention plan, if warranted.

A sample field placement syllabus (Educ 200) can be found in Appendix J. Field placement guidelines and expectations may be found in the course syllabus where field is assigned, in a separate field placement syllabus, or in this handbook. Candidates will have assignments specific to the field experience, including reflective field journals. Additional assignments may be given by course instructors to coincide with field experiences as appropriate. Benchmark assessments may connect to candidates' field experiences, particularly with respect to candidates' teaching philosophy, classroom management, lesson design and impact on P-12 student learning.

### **Undergraduate Junior Field Practicum**

Following Admission to Teacher Education, and during the junior year of content methods courses, elementary and middle school dual certification majors at the undergraduate level are involved in an extensive field practicum in both fall and spring semesters. The focus of the practicum is to:

- Provide a full-day experience (one day per week in fall semester and one and ½ days in spring semester) in the same school for continuity;
- Provide opportunities for “pre-professional” teaching and feedback on that teaching;
- Provide intensive experiences in school culture and across content areas; and
- Provide a collegial community (cooperating teachers, candidate, university supervisor, course instructors) to support candidate growth and development.

Secondary education majors complete a practicum as well, but not for the full school day. Their extensive content area coursework does not permit an extended period of time (full day) in the field, and so they are required to complete 35 hours in the fall semester and 45 hours in the spring semester along with their content methods courses.

All undergraduate candidates (elementary, middle, and secondary) attend fall and spring practicum orientation sessions, which include guidelines and expectations for proficiency in completing the practicum. Candidates are assigned a university mentor/supervisor who provides support and feedback during the practicum, in addition to observing and evaluating informal and formal teaching lessons (see Junior Practicum Mentor Checklist in Appendix K). Formal teaching lessons require a formal lesson plan (using the designated lesson plan template) and are evaluated by the mentor with the “Pre-professional Semester Teaching Assessment Form” (see Appendix E). Mentors conference with their assigned candidate(s) about progress and their teaching lessons, as well as conference with the cooperating teacher and the candidate at various points during the practicum.

Candidates will have assignments specific to the junior practicum experience, including field journals. Additional assignments may be given by content methods course instructors to

coincide with the field practicum requirements. Benchmark assessments may connect to candidates' field experiences, particularly with respect to lesson or unit design and candidate impact on P-12 student learning.

Cooperating teachers assigned to practicum students complete the Field-Based Evaluation Form Level II (see Appendix I) on their candidate(s), submitting it to the university either by mail or in a sealed envelope via the candidate. Cooperating teachers are asked to complete an Evaluation of the Junior Field Practicum (see Appendix L) at least once per year to provide feedback to the School of Education on the quality of the practicum experience.

A sample syllabus for the junior practicum (Educ 122/132) may be found in Appendix M. Additional forms pertinent to the practicum may be found in Appendix N.

### **Master of Arts in Teaching Field Placement**

Candidates in all Master of Arts in Teaching (MAT) programs must complete successfully a minimum of 105 clock hours of field experiences in diverse settings prior to the start of the professional semester (Module V). Field placements are determined by the unit's field placement coordinator to ensure the appropriateness of the experience to the candidate's desired certification, to provide experiences across the P-12 spectrum, and to maintain diversity in experiences. **MAT candidates are expected to follow the policies and procedures as detailed in previous sections of this document, including the expectations for participation.**

All field experiences are evaluated by the cooperating teacher (see Field-Based Cooperating Teacher Evaluation Form – Level I or II in Appendix I). Field experiences begin with Module I, and are conducted in P-12 schools and community settings chosen for their diversity and modeling of best practices (see Field Hour Requirements in Appendix F). Candidates must complete a *Log of Hours* (both inside and outside the classroom forms; see Appendix G), and have it signed by the Cooperating Teacher, building principal, or agency representative. Candidates who work in schools in various capacities, including alternative certification positions, must complete a Proof of School Position form (see Appendix F) to determine their required number of field hours.

MAT candidates who work in non-school settings during the school day must arrange time off from their employment for completing field experiences. Candidates may be placed in community settings that offer hours working with children or adolescents outside the regular school day to better accommodate weekday work schedules. Candidates who are teachers of record in the alternative route (Option 6) must arrange field experiences during planning time and/or after school hours with their building administrators, or participate in a field placement in a school district with a calendar different from his/her own. MAT candidates choosing to add P-12 Learning and Behavior Disorders (LBD) certification must complete an additional 90 hours of field experience working with students with exceptionalities at all three levels: elementary, middle, and secondary. This 90-hour field is completed in conjunction with the course, EDUG 612, and has requirements as detailed in that course syllabus.

Module instructors in the MAT program may require a variety of assignments that relate to candidates' field placements, including reflective journaling. Benchmark assessments may

connect to candidates' field experiences, particularly with respect to candidate impact on P-12 student learning, teaching philosophy, and classroom management.

### **Reflection Component**

The AFTSE believes that continuous reflection is foundational to teaching excellence. Candidates in field experience placements are required continuously to use Valli's five types of reflection (technical, deliberative, personalistic, in-and-on action, and critical) in formal and informal ways as they employ their knowledge, skills, and dispositions in working with P-12 students. Typically this reflection takes the form of journaling; however, other outcomes are used by course instructors to encourage the use of Valli's reflective processes including:

- Specific prompts or questions to address in field placements
- Analysis of P-12 student learning
- Lesson design and implementation followed by reflection on that lesson
- Benchmark assessments that draw on field experiences, such as educational philosophy, classroom management plan, standards-based unit of study
- Classroom discussions about field experiences
- Dispositions assessments that tap candidate reflection on field participation
- Reflection on cooperating teacher and/or university supervisor evaluations
- Valli's reflection section on designated benchmark assessments

Course instructors and field/practicum supervisors read and evaluate candidates' reflections as part of specific course requirements and/or benchmark assessments linked to continuous assessment transition points. Candidates are expected to adhere to the journal requirements of each specific course and/or field experience.

### **Academic Honesty**

All undergraduate and graduate (MAT) candidates are expected to comply with the university's Academic Honesty Policy as described in the Bellarmine Course Catalog (available at <https://catalog.bellarmino.edu/2011-2012/>). Plagiarism, cheating, or fabrication relative to field placement will result in "0" credit for field hours under question, **and may result in permanent dismissal from the education program.** Academic dishonesty relative to field placement may include: falsifying the number of hours or participation in field experiences, forging a teacher's signature, fabricating the content/nature of what is observed, and/or "double-dipping" hours intended for credit in another placement or course, or in any way misrepresenting the field experience. Plagiarism may include the copying of another candidate's field journals or other field assignments in an effort to pass them off as one's own.

Any form of academic dishonesty with respect to field placement is considered a violation of the *Professional Code of Ethics for Kentucky School Certified Personnel*, AFTSE professional dispositions, and Bellarmine University policy. Consequences of academic honesty violations will be determined by the administration and faculty of the AFTSE in addition to university administration.

### **Frequently Asked Questions**

**Q: What if I am having difficulty contacting my cooperating teacher in my assigned field placement?**

**Answer:** You should call your assigned school and ask the secretary a) what is the best way to reach your assigned teacher; and b) what is your teacher's daily schedule? If you have not utilized the best method(s) for contacting your teacher, do so. If you have used those methods and still have not been able to make contact, then you should go to the school either before school begins or at the end of the school day, or when your assigned teacher has planning time. You should check in at the office and let the office staff know that you have tried to connect with your teacher, been unsuccessful, and so hope to speak with him/her for only a few minutes at this time. The office staff should be able to call the teacher or send you to the teacher's room.

**Q: Can I choose my field placement site?**

**Answer:** Bellarmine chooses its placement sites very carefully, considering a number of different factors. Some school districts permit only certain schools to have field observers; some principals choose not to have field observers in their schools or have observers only from designated universities. Field sites must adhere to a number of criteria established by NCATE and EPSB – accrediting bodies for the School of Education. There is great value in experiencing a wide variety of placements in schools different from a candidate's own schooling. Therefore, our Field Placement Coordinator establishes the available field sites for each course and program.

**Q: Will I be able to change field sites after beginning my field placement?**

**Answer:** Just as our Field Placement Coordinator is the one to establish the field sites, the Coordinator must be involved in any change in site. Concerns about a site should be communicated to the course instructor or practicum supervisor first, who will then relay the concern to the Coordinator. Sites are changed only in very unique circumstances. Notification of a change in site is handled by the Coordinator.

**Q: What if I am unable to keep a scheduled observation time?**

**Answer:** As soon as you are aware that you are unable to attend your field site, you should notify your cooperating teacher. (How you notify your teacher should have been established the first time you visited your field site.) Missing your scheduled field time should be for emergency reasons only (serious illness, accident, true family emergency). You must establish a time/date that is agreeable to your cooperating teacher to make up hours missed.

**Q: What if I am ill and miss several hours of observation/participation?**

**Answer:** First, you should notify your cooperating teacher that you are ill. If your illness extends into more than one field visit, you should be in contact with your course instructor or practicum supervisor (in addition to your cooperating teacher) to determine how best to make-up your hours.

If you were scheduled to teach a lesson that was to be observed by your supervisor, you must let your supervisor know as soon as possible that you are ill (in addition to notifying your cooperating teacher).

**Q: What if I am having problems in my field site, for example, not being permitted to interact much with students?**

**Answer:** You should first talk with your cooperating teacher, perhaps reviewing with him/her the field handbook and requirements for your successful completion of field. Going over the cooperating teacher field evaluation should assist in clarifying expectations for you in the field placement. If the circumstance does not change, you should immediately notify your course instructor or practicum supervisor, who will then determine how to proceed.

**Q: What if I have more than one cooperating teacher? Who completes the field evaluation on my performance?**

**Answer:** If there is a “lead” cooperating teacher with whom you have spent the most time, that teacher should complete the evaluation. Cooperating teachers may collaborate on the field evaluation, however should enter one combined rating for each item. If there is significant disagreement between teachers about a specific item, that rating should be indicated on the item with comments as to why. More than one evaluation (from different teachers) may be submitted as long as the different classroom or context is indicated on each evaluation form.

**Q: What if I’m asked to supervise a field trip or other activity?**

**Answer:** You are encouraged to do this, but not required to if it is not your scheduled field time. Participating in these types of activities is an excellent opportunity to see the full spectrum of teaching as well as view students in a different context. You should indicate the full amount of time involved on your (outside) Log of Hours, and secure a validating signature.

**Remember that you are never to be the sole adult left in charge of a student or students; your role on a field trip or other activity is to assist in supervision.**

**Q: What should I do if there is a substitute teacher present when I arrive for field?**

**Answer:** You should establish this procedure with your cooperating teacher when you first begin your field placement. You should follow the building policy regarding this. Additionally, you should check with the principal or his/her designee about your presence in the classroom when you find out there is a substitute teacher. If you are not permitted to stay in your usual classroom, you should ask if you can observe/assist another teacher in the building.

**Q: What if my cooperating teacher has not returned the field evaluation form?**

**Answer:** The field evaluation form is your responsibility! Even if your cooperating teacher insists on mailing the evaluation to Bellarmine, you are accountable for its safe and timely arrival to your course instructor. If the evaluation has not arrived by the designated due date, it is your responsibility to go to the school and obtain an evaluation from your cooperating teacher, and

return it to your instructor or practicum supervisor immediately. A passing grade for field or practicum may not be awarded until receipt of the cooperating teacher evaluation.

## Appendix A

Ann'sley Frazier Thornton School of Education  
2001 Newburg Road  
Louisville, KY 40205  
502-452-8191

### **EPSB PROFESSIONAL CODE OF ETHICS FOR KENTUCKY CERTIFIED SCHOOL PERSONNEL**

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified School Personnel, codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for

#### CERTIFIED SCHOOL PERSONNEL IN THE COMMONWEALTH:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach.
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all.
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

| TO STUDENTS   | TO PARENTS  | TO EDUCATION PROFESSIONS   |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator.</li> <li>2. Shall respect the constitutional rights of all students.</li> <li>3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students.</li> <li>4. Shall not use professional relationships or authority with students for personal advantage.</li> <li>5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.</li> <li>6. Shall not knowingly make false or malicious statements about students or colleagues.</li> <li>7. Shall refrain from subjecting students</li> </ol> | <ol style="list-style-type: none"> <li>1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.</li> <li>2. Shall endeavor to understand community cultures and diverse home environments of students.</li> <li>3. Shall not knowingly distort or misrepresent facts concerning educational issues.</li> <li>4. Shall distinguish between personal views and the views of the employing educational agency.</li> <li>5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.</li> <li>6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.</li> <li>7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall</li> </ol> | <ol style="list-style-type: none"> <li>1. Shall exemplify behaviors which maintain the dignity and integrity of the profession.</li> <li>2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.</li> <li>3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.</li> <li>4. Shall not use coercive means or give special treatment in order to influence professional decisions.</li> <li>5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.</li> <li>6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.</li> </ol> |

|   |  |  |
|---|--|--|
| <p>to embarrassment or disparagement.</p> <p>8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.</p> | <p>not offer any of these to obtain special advantage.</p> |  |
|---|--|--|

I, the undersigned, do hereby confirm that I have read, understand and agree to adhere to the ESPB Education Professional Standards Board CODE OF ETHICS as outlined above. I further acknowledge that this document will become part of my permanent and professional file, and will be revisited at various times during my professional education and beyond.

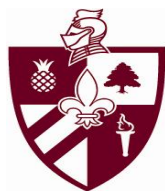
\_\_\_\_\_

Pre-Service Teacher Signature

\_\_\_\_\_

Date

## Appendix B



**BELLARMINE UNIVERSITY**  
*Annsley Frazier Thornton School of Education*  
**Self or Institutional Educator Dispositions Assessment**

Candidate: \_\_\_\_\_ Candidate ID Number: \_\_\_\_\_

Date: \_\_\_\_\_ Program: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

- Self-Assessment     Institutional Assessment  
 Transition Pt. 1     Transition Pt. 2     Transition Pt. 3

**Directions:** Each disposition described below is an expected behavior of education candidates. Please determine if the candidate exhibits each disposition. Dispositions that meet **acceptable** criteria are rated “A” for **Acceptable**. Absence of a disposition, or behaviors that are in conflict with the expectation are rated “G” for **Area for Growth**. Dispositional issues that are of strong concern and require remediation are rated “R” for **Remediation**. A Dispositions Intervention Plan must be developed with any “R” for Remediation ratings.

**THEME I: Continuous Reflection and Lifelong Learning**

“A” Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)

“G” Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)

“R” Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_\_ 1. Seeks opportunities to learn new skills, knowledge of content, and develop professionally  
 \_\_\_\_ 2. Exercises critical thinking and problem-solving skills to generate appropriate solutions  
 \_\_\_\_ 3. Views reflection as integral to the instructional process  
 \_\_\_\_ 4. Values learning beyond minimal expectations

*If a “G” or “R” were marked on any of the above items, please provide explanation/example(s):*

**THEME II: Personal Integrity**

“A” Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)

“G” Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)

“R” Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_\_ 5. Demonstrates respect, empathy, and caring for others

- \_\_\_6. Accepts responsibility for own actions and their consequences
- \_\_\_7. Is present, punctual and prepared
- \_\_\_8. Maintains integrity and honesty in academic work, and keeps personal and professional confidences
- \_\_\_9. Displays steady emotional temperament

*If a "G" or "R" were marked on any of the above items, please provide explanation/example(s):*

### **THEME III: Cultural Responsiveness**

"A" Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)

"G" Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)

"R" Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_10. Demonstrates unbiased, fair, and non-prejudicial treatment of each person
- \_\_\_11. Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
- \_\_\_12. Holds high expectations for each student
- \_\_\_13. Shows willingness to use culturally responsive strategies and non-discriminatory assessment in applying effective instructional strategies

*If a "G" or "R" were marked on any of the above items, please provide explanation/example(s):*

### **THEME IV: Professional Integrity**

- \_\_\_14. Solicits and values feedback from others and responds to that feedback
- \_\_\_15. Maintains a professional and engaging demeanor, appearance, and voice
- \_\_\_16. Values correct grammar in oral and written communication
- \_\_\_17. Actively and respectfully listens to students, parents, instructors, and colleagues
- \_\_\_18. Uses respectful and appropriate language with students, parents, and all professionals
- \_\_\_19. Demonstrates organizational ability by functioning in a proactive and dependable manner
- \_\_\_20. Demonstrates a positive work ethic through willingness to exceed minimum requirements
- \_\_\_21. Shows flexibility in dealing with the unexpected and can change plans in response
- \_\_\_22. Accepts responsibility for following established rules, procedures, policies, course and Program requirements

*If a "G" or "R" were marked on any of the above items, please provide explanation/example(s):*

### **THEME V: Collaboration and Leadership**

"A" Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)

"G" Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)

“R” Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_\_ 23. Demonstrates effective interpersonal skills (communication, enthusiasm, positive attitude) in working with teachers, parents, and education professionals
- \_\_\_\_ 24. Shares information, ideas, and materials willingly with others
- \_\_\_\_ 25. Seeks to resolve conflict effectively
- \_\_\_\_ 26. Takes initiative in goal setting, prioritizing, and distributing responsibilities to others
- \_\_\_\_ 27. Uses research to develop and/or improve practice
- \_\_\_\_ 28. Coaches and mentors colleagues as appropriate

*If a “G” or “R” were marked on any of the above items, please provide explanation/example(s):*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**NOTE:** If designated **Areas for Growth** are considered by the evaluator to be significant in number or severity, a **Dispositions Intervention Plan** should be developed with the candidate. A Dispositions Intervention Plan must be developed for designated **Remediation** areas.

## Appendix C

J E F F E R S O N C O U N T Y P U B L I C S C H O O L S

# School Volunteer Records Check

Kentucky Legislative House Bill 136 requiring all volunteers in public education to pass a criminal records check was recently enacted. Jefferson County Board of Education Policy KK was adopted to fill that legislative obligation.

House Bill 136  
Board Policy KK: School Visitors and Volunteers

### Visitors

Parents and others in the community are urged to visit the schools in order to participate in activities and gain a greater understanding of the operation of the schools and the school system. Visitors to schools shall adhere to procedures established by the superintendent.

### Volunteers

The board of education shall encourage assistance from parents and other community resource persons as volunteers to enrich and reinforce the instructional program. Volunteers are defined as adults who assist teachers, administrators, or other staff in public school classrooms, schools, or school district programs, and who do not receive compensation for their work.

The District shall conduct, at district expense, a state criminal records check on all volunteers who have contact with students on a regularly scheduled and/or continuing basis or who have supervisory responsibility for children at a school site or on school-sponsored trips. Such information shall be considered in determining volunteer status. Persons convicted of or pleading guilty to sexual or drug offenses or any felony offense shall not be utilized as volunteers.

The superintendent/designee shall develop orientation materials to be provided volunteers, as well as procedures for the encouragement and use of volunteers in the district. The orientation materials shall include appropriate school policies, safety and emergency procedures.

All information received will be held strictly confidential.

## School Volunteer Records Check

Please print or type the information clearly.

Social Security Number: \_\_\_\_\_

Volunteer's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Maiden and/or Alias Name(s): \_\_\_\_\_

Street Address/P.O. Box: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Child's Name: \_\_\_\_\_

School/Program Where Volunteering: \_\_\_\_\_

*Bellarmino University*

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities  
SchoolRecordsCA 5/01.dj

Jefferson County  
Public Schools  
*Shaping the Future*

**THANK YOU!**

## Appendix D



Annsley Frazier Thornton  
School of Education

### Evaluation of Field Placement

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_

Course Number: \_\_\_\_\_ Faculty: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

School Placement: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Number of Hours Observed: \_\_\_\_\_ Grade: \_\_\_\_\_ Subjects: \_\_\_\_\_

**Please rate your Field Placement on the following: (Circle One)**

1. Meeting with teacher to discuss observation assignment and schedule:

Never      Sometimes      Often      Always

2. Necessary information (lessons plans, schedule) was shared:

Never      Sometimes      Often      Always

3. Field Placement was accessible, timely and hassle free:

Never      Sometimes      Often      Always

4. Field Placement provided opportunity to see a variety of instructional practices:

Never      Sometimes      Often      Always

5. Field Placement provided examples of daily teaching routines and practices:

Never      Sometimes      Often      Always

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix E

|                          |
|--------------------------|
| Name of Candidate: _____ |
| Name of Assessor: _____  |
| Subject Observed: _____  |



## School of Education

Pre-Professional Semester

The following analytic scoring guide is used to observe candidates in the semesters preceding the Professional Semester. The following scale is provided:

**4** excellent performance    **3** satisfactory performance    **2** improvement needed    **1** significant improvement needed  
**0** Not Observed

### Standard 1: Candidate Demonstrates Knowledge of Content

\_\_\_\_\_ The candidate communicates accurate knowledge of content.

#### **Comments, Standard 1:**

### Standard 2: Candidate Designs and Plans Instruction

\_\_\_\_\_ The learning objectives are observable, measurable, and contextual.

\_\_\_\_\_ The planned activities address individual student needs.

\_\_\_\_\_ The assessment reflects effective connections to learning objectives.

#### **Comments, Standard 2:**

### Standard 3: Candidate Creates Positive Classroom Climate

\_\_\_\_\_ The candidate manages the environment and materials in an organized and safe manner.

\_\_\_\_\_ The candidate uses appropriate language and voice.

\_\_\_\_\_ The candidate provides a positive, supportive learning climate. Specific benchmarks

include:

- reinforcing positive behavior
- communicating high expectations
- addressing inappropriate behavior
- demonstrating value and respect for students
- building rapport with students

**Comments, Standard 3:**

Standard 4: Candidate Implements and Manages Instruction

\_\_\_\_\_ The candidate effectively communicates lesson objectives.

Standard 4: Candidate Implements and Manages Instruction

\_\_\_\_\_ The candidate promotes higher order thinking skills.

\_\_\_\_\_ The candidate uses appropriate questioning strategies.

\_\_\_\_\_ The candidate maintains appropriate pace and makes efficient use of instructional time.

\_\_\_\_\_ The candidate engages students in lesson. Specific benchmarks include:

- implementing thinking and problem solving tasks
- utilizing real-life situations
- managing discussions that are topic related and open-ended
- maintaining attention of students

**Comments, Standard 4:**

Standard 5: Candidate Assesses and Analyzes Student Learning

\_\_\_\_\_ The candidate outlines intended assessments in the lesson plan.

\_\_\_\_\_ The candidate measures learning objectives. Examples of specific measures include:

- rubrics or scoring guides
- anecdotal notes
- checklists
- student work samples

**Comments, Standard 5:**

Standard 6: Candidate Demonstrates Implementation of Technology

- \_\_\_\_\_ The candidate uses the computer to do word processing, create databases, or make presentations.
- \_\_\_\_\_ The candidate requests and uses assistive and adaptive technology.

**Comments, Standard 6:**Overall Summary of Observation:

---

Observer Signature

Candidate Signature

Date

**Appendix F****Field Hours – Undergrad Program (Effective August, 2011)****Elem/Middle**

Educ 102 (25)

Educ 220 (25)

Educ 200/112 (25)

Educ 214/111 (98+)

Educ 312/122 (140+)

Total = 313+

**Secondary**

Educ 221 (35)

Educ 200/131 (35)

Educ 355 (35)

Educ 342/132 (25)

Educ 338/346/349/Math 347 (20)

Total = 150

### MAT Field/Observation Hours Spring and Fall Semester

**The required number of hours for MOD I, II and IV is 35.**

Below are hours for MAT students who have been hired by a School District:

\*\*\*\*\*

| <b>Student</b>              | <b>Required Hours</b>                             |
|-----------------------------|---|
| Alternative Cert. Candidate | 14 in assigned field school                       |
| Teacher of record           | 6 with teacher in building<br>15 in own classroom |

\*\*\*\*\*

|                         |                                |
|-------------------------|--------------------------------|
| Assistant               | 14 in assigned field school    |
| Instructor              | 6 with teacher in the building |
| Aide                    | 15 in own classroom            |
| Para Educator           |                                |
| Long term Preferred Sub |                                |

\*\*\*\*\*

|                   |  |
|-------------------|--|
| Random Substitute | 30 hours in assigned Field School<br>5 hours in sub school |
|-------------------|--|

\*\*\*\*\*

|                     |                                   |
|---------------------|-----------------------------------|
| Regular MAT student | 35 hours in assigned Field School |
|---------------------|-----------------------------------|

.....

|                            |  |
|----------------------------|--|
| Clerical Staff in a school | 15 in assigned Field School<br>20 with assigned teachers in the building |
|----------------------------|--|

**Students will be required to complete a Proof of Position Form**

\*\*\*\*\*

### MAT Summer Field Hours

MAT Summer MOD I students are required to complete 35 hours of observation during the summer session



## Annsley Frazier Thornton School of Education

### MAT Field Hours Proof of School Position

Student Name \_\_\_\_\_

\_\_\_\_MOD I    \_\_\_\_MOD II    \_\_\_\_MOD IV

School where employed \_\_\_\_\_

School Position Held - Check one

- Alternative Certification Candidate
- Teacher of Record - Private, Parochial
- Instructor
- Assistant
- Aide
- Para Educator
- Preferred Sub
- Long term Sub
- School Clerical Staff (20 Hours)

I will be observing the following teacher in my building for 6 (20) hours:

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Content \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Return to Mod Professor by the 2<sup>nd</sup> class**

## Appendix G



**BELLARMINE**  
UNIVERSITY

**GENERAL FIELD PLACEMENT LOG OF HOURS**

Name of Student: \_\_\_\_\_ Course: \_\_\_\_\_

| Name of School Site: |               |                                 |                      |
|----------------------|---------------|---------------------------------|----------------------|
| Name of Principal:   |               |                                 |                      |
| Host Teacher(s):     |               |                                 |                      |
| Subject/Grade:       |               | Semester:                       | Year:                |
| Date/Week            | Time IN & OUT | Tasks Performed in Placement(s) | Authorized Signature |
| 1.                   |               |                                 |                      |
| 2.                   |               |                                 |                      |
| 3.                   |               |                                 |                      |
| 4.                   |               |                                 |                      |
| 5.                   |               |                                 |                      |
| 6.                   |               |                                 |                      |
| 7.                   |               |                                 |                      |
| 8.                   |               |                                 |                      |
| 9.                   |               |                                 |                      |
| 10.                  |               |                                 |                      |
| 11.                  |               |                                 |                      |
| 12.                  |               |                                 |                      |
| 13.                  |               |                                 |                      |
| 14.                  |               |                                 |                      |
| 15.                  |               |                                 |                      |
| 16.                  |               |                                 |                      |

\_\_\_\_\_ (*Total Number of Hours*)

*My signature indicates that the information above is true and accurate to the best of my knowledge.*

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

# BELLARMINE UNIVERSITY

## FIELD PLACEMENT CLASSROOM LOG OF HOURS

Name of Student: \_\_\_\_\_ Course: \_\_\_\_\_

| Name of School Site: |                |           |   |                      |  |
|----------------------|----------------|-----------|---|----------------------|--|
| Name of Principal:   |                |           |   |                      |  |
| Host Teacher(s):     |                |           |   |                      |  |
| Subject/Grade:       |                | Semester: |   | Year:                |  |
| Date/Week            | Time IN & OUT- | Hours     | Tasks Performed in Placement(s) (see codes) | Authorized Signature |  |
| 1)                   |                |           |   |                      |  |
| 2)                   |                |           |   |                      |  |
| 3)                   |                |           |   |                      |  |
| 4)                   |                |           |   |                      |  |
| 5)                   |                |           |   |                      |  |
| 6)                   |                |           |   |                      |  |
| 7)                   |                |           |   |                      |  |

\_\_\_\_\_ (*Total Number of Hours*)

*My signature indicates that the information above is true and accurate to the best of my knowledge.*

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

### **Suggestions for In Classroom Activities for Field experiences:**

OC – observation of (Insert Content)

OS –observation of (insert Strategy)

SGA - Small group assistance

SGT - Small Group teaching

WCT - Whole Class teaching – be specific

WCA – Whole class assistance – be specific

ELLA– Help with ELL students

SPED A – Help with special needs students

PLCA – Professional Learning Communities/Development attendance

AT – Assisting teacher in other classroom instructional activities- be specific

IEPM – Attendance in IEP meetings

RTI – Providing an Instructional Intervention

WTR – Working the room to prevent/redirect discipline problems

**FIELD Experiences (Outside) LOG OF HOURS**

Name of Student: \_\_\_\_\_ Course: \_\_\_\_\_

| Name of School Site:                                     |           |                  |       |   |                      |
|--|-----------|------------------|-------|---|----------------------|
| Name of Principal:                                       |           |                  |       |   |                      |
| Host Teacher(s):   |           |                  |       |   |                      |
| <b>Subject/Grade:</b>                                    |           | <b>Semester:</b> |       | <b>Year:</b>                                  |                      |
| Outside Classroom experiences                            | Date/Week | Time: in/out     | Hours | Tasks Performed (see codes);<br>Name Location | Authorized Signature |
| SBDM<br>School Board Meeting                             |           |                  |       |   |                      |
| Youth Service Ctr<br>Family Resource Centers             |           |                  |       |   |                      |
| School-based PD<br>Professional Learning Communities     |           |                  |       |   |                      |
| Parent teacher conference<br>ARC meetings                |           |                  |       |   |                      |
| Boys and girls Clubs<br>YMCA after School Program<br>ESS |           |                  |       |   |                      |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Bellarmino Assessment Clinic            |  |  |  |  |  |
| Assisting teachers in school activities |  |  |  |  |  |

\_\_\_\_\_ (Total Number of Hours)

*My signature indicates that the information above is true and accurate to the best of my knowledge.*

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Bellarmino Professor

\_\_\_\_\_  
Date

### **Suggestions for Field experiences outside the classroom**

ELLA– Help with ELL students

SPED A – Help with special needs students

PLCA – Professional Learning Communities/Development attendance

AT – Assisting teacher in activities outside the classroom – be specific

IEPM – Attendance in IEP meetings

MS - Mentoring students-after school

HH – Helping students with homework

OA - Organizing activities for students outside classroom time

FM – Faculty meeting attendance-name school

FT – Participation/Chaperoning Class Field trips

PTC – Observing Parent – teacher Conferences

## Appendix H

(To be completed on university letterhead.)

DATE

Dear Principal and Cooperating Teacher,

The purpose of this letter is to introduce the person named below who is requesting permission to meet the field experience requirements for **Education 221: Adolescent Psychology** at Bellarmine University. This experience entails **30** hours of field experience, including observing, tutoring, and working with students individually or in small groups.

Student Name: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

The Bellarmine student may begin this experience (with your permission) immediately, and should finish by **DATE**. The primary purpose of the experience is for the education student to observe in a classroom setting, tutor or work with students in small groups, and assist the classroom teacher with instructional activities that involve firsthand experience with students. **(Put here if the student is to teach and videotape his/her lesson)**. The education student will be keeping a reflective journal of his/her experience. Additionally, the student will keep a **log of hours** which **must be signed by either the classroom teacher or the principal at each visit**. The cooperating teacher is asked to complete an **evaluation** of the education student at the end of his/her placement. The education student has guidelines and suggested activities for you to discuss and explore together to create a meaningful experience.

Bellarmino University sincerely appreciates your willingness to cooperate with the education student in providing essential practical experiences for future educators.

Should you have any questions concerning the field experience placement, or your assigned education student(s), please contact me at (502) **OFFICE PHONE #**.

Sincerely,

**YOUR CONTACT INFORMATION**

## Appendix I

### BELLARMINE UNIVERSITY School of Education Field –Based Experience Evaluation Form I Freshmen, Sophomores (UNDG), Module I (MAT)

#### Field Form I for Freshmen, Sophomores (UNDG), Module I (MAT)

To the Classroom/Cooperating Teacher: Thank you for opening your classroom to Bellarmine education students. While in your classroom, the Bellarmine student is expected to be **actively involved in working with students, assisting you in the classroom, and engaging in conversation with you and with your students (when appropriate).**

#### The following are expectations of the Bellarmine student placed in your classroom:

- Arrive promptly, on designated dates as confirmed with you, the cooperating teacher
- Check-in at school office
- Stay for the agreed time period
- Notify the teacher in advance of absence (unless an extreme emergency)
- Assist individual students with projects, independent work
- Work with small groups or individual students (review, make-up tests)
- Keep the **log of hours** and have it signed at each visit by the cooperating teacher or principal
- Have the cooperating teacher complete **the evaluation (attached), including verifying the number of hours and ratings with his or her signature**
- Spend time primarily working with students and/or assisting you (minimizing time spent solely in observation)

#### Possible Bellarmine student activities:

- Listen to student(s) read aloud or tutor student in a content area
- Assist in helping student with assignments or staying on task
- Assist teacher with instructional activities/planning/classroom tasks
- Assisting with teacher duties such as grading papers or evaluating student performance

#### Expected Behaviors/Dispositions:

- Takes initiative to be actively involved and asks questions
- Maintains enthusiasm with students and staff
- Is punctual and dependable in attendance
- Keeps commitments to cooperating teacher
- Interacts with students in a positive, respectful, and safe manner
- Dresses and acts professionally, including language
- Engages cooperatively with faculty and staff (as appropriate)

#### Bellarmino students are **not** expected to:

- Assume sole responsibility for classroom instruction, field trips, activities
- Administer discipline outside the purview of the classroom teacher
- Function as a substitute teacher
- Receive remuneration of any kind for performing school duties

\*Principals are to determine whether or not an education student should remain in a classroom staffed by a substitute teacher.

**BELLARMINE UNIVERSITY**  
**School of Education Field –Based Experience Evaluation Form I**  
**Freshmen, Sophomores (UNDG), Module I (MAT)**

**Bellarmino Teacher Candidate:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Semester:** \_\_\_\_\_  
**Classroom/Cooperating Teacher name:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Grade Level:** \_\_\_\_\_

**Teacher Candidate Expected Behaviors/Dispositions (please provide comments in general, as well as for any area for growth):**

- 1) Takes initiative to be actively involved and asks questions  
 \_\_\_ Acceptable (*Teacher Candidate engages instructionally with students, seeks opportunities to be helpful to teacher, and shows interest and inquisitiveness about teaching*)  
 \_\_\_ Area for Growth (*If Area for Growth is selected, please explain briefly in the box below*)

**Comments:**

- 2) Maintains enthusiasm with students and staff  
 \_\_\_ Acceptable (*Teacher Candidate displays an affect marked by interactions that can be characterized as positive, encouraging, optimistic, and patient, with a sincere orientation toward learning*)  
 \_\_\_ Area for Growth (*If Area for Growth is selected, please explain briefly in the box below*)

**Comments:**

- 3) Is punctual and dependable in attendance  
 \_\_\_ Acceptable (*Teacher Candidate establishes the field schedule with the Cooperating Teacher and adheres to the designated dates, arrival time, and time period for being in the classroom. Teacher Candidate notifies the teacher in advance of an absence unless in the case of an extreme emergency*)  
 \_\_\_ Area for Growth (*If Area for Growth is selected, please explain briefly in the box below*)

**Comments:**

- 4) Keeps commitments to cooperating teacher  
 \_\_\_ Acceptable (*Teacher Candidate meets with the Cooperating Teacher to discuss the field requirements. Teacher Candidate keeps commitments and fulfills the expectations of the Field-Based Experience*)  
 \_\_\_ Area for Growth (*If Area for Growth is selected, please explain briefly in the box below*)

**Comments:**

- 5) Interacts with students in a positive, respectful, and safe manner  
 \_\_\_ Acceptable (*Teacher Candidate demonstrates a positive teacher presence by engaging*)

*students and responding with appropriate feedback within a safe learning climate)*

\_\_\_Area for Growth (If Area for Growth is selected, please explain briefly in the box below)

**Comments:**

6) Dresses and acts professionally, including language

\_\_\_Acceptable (*Teacher Candidate consistently dresses and acts in a professional manner, including the use of appropriate language: uses positive tone, avoids use of slang, derogatory or demeaning language*)

\_\_\_Area for Growth (If Area for Growth is selected, please explain briefly in the box below)

**Comments:**

7) Engages cooperatively with faculty and staff (as appropriate)

\_\_\_Acceptable (*When requested to assist, the Teacher Candidate does so promptly, with attention to detail and with concern for the quality of the outcome*)

\_\_\_Area for Growth (If Area for Growth is selected, please explain briefly in the box below)

**Comments:**

8) Overall the candidate's performance in the classroom was

\_\_\_Acceptable (*Teacher Candidate consistently meets the above criteria and/or is making good progress in doing so*)

\_\_\_Area for Growth (If Area for Growth is selected, please explain briefly in the box below)

**Comments:**

**Overall Comments:**

Cooperating Teacher Signature: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_

University Instructor Signature: \_\_\_\_\_ Total Number of Hours: \_\_\_\_\_

| Classroom/Cooperating Teacher, please select one or more of the following racial categories to describe yourself: (These data are required for accreditation purposes.) |                              |
|---|------------------------------|
| <i>American Indian or Alaska Native</i>   | <i>White</i>                 |
| <i>Asian</i>  | <i>Hispanic</i>              |
| <i>Black or African American</i>  | <i>Other</i>                 |
| <i>Latin American</i>   | <i>Prefer not to respond</i> |
| <i>Native Hawaiian or Pacific Islander</i>  |                              |

**BELLARMINE UNIVERSITY**  
**School of Education Field –Based Experience Evaluation Form II**  
**Junior, Senior (UNDG), Module II & IV (MAT), EDUG 612**

**Field Form II Juniors (UNDG) and Modules II & IV (MAT)**

To the Classroom/Cooperating Teacher: Thank you for opening your classroom to Bellarmine education students. While in your classroom, the Bellarmine student is expected to be **actively involved in working with students, assisting you in the classroom, and engaging in conversation with you and with your students (when appropriate).**

**The following are expectations of the Bellarmine student placed in your classroom:**

- Arrive promptly, on designated dates as confirmed with you, the cooperating teacher
- Check-in at school office
- Stay for the agreed time period
- Notify the teacher in advance of absence (unless an extreme emergency)
- Keep the **log of hours** and have it signed at each visit by the cooperating teacher or principal
- Have the cooperating teacher complete **the evaluation (attached), including verifying the number of hours and ratings with his or her signature**
- Spend time primarily working with students and/or assisting you (minimizing time spent solely in observation)
- Teach (and video tape) a lesson in your classroom
- Confer with the Cooperating Teacher about the design and content of the lesson to be taught in your classroom.

**Possible Bellarmine student activities:**

- Assists individual students with projects and work
- Work with small groups or individual students (review, make-up tests)
- Grading papers or evaluating student performance
- Listen to student(s) read aloud or tutor student in content area
- Assist in helping student with assignments or staying on task
- Assist teacher with instructional activities/planning/classroom tasks

**Expected Behaviors/Dispositions:**

- Takes initiative to be actively involved and asks questions
- Maintains enthusiasm with students and staff
- Is punctual and dependable in attendance
- Keeps commitments to cooperating teacher
- Interacts with students in a positive, respectful, and safe manner
- Dresses and acts professionally, including language
- Engages cooperatively with faculty and staff (as appropriate)
- Implements a lesson that corresponds to the plan developed with the Cooperating Teacher
- Incorporates Kentucky's Core Content and relevant curricular resources as they relate to the candidate's lesson plan in collaboration with the Cooperating Teacher

**Bellarmino students are not expected to:**

- Assume sole responsibility for classroom instruction, field trips, activities
- Administer discipline outside the purview of the classroom teacher
- Function as a substitute teacher
- Receive remuneration of any kind for performing school duties

\*Principals are to determine if an education student should remain in a classroom staffed by a substitute.

**BELLARMINE UNIVERSITY**  
**School of Education Field –Based Experience Evaluation Form II**  
**Junior, Senior (UNDG), Module II & IV (MAT)**

Bellarmine Teacher Candidate: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Classroom/Cooperating Teacher name: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_

**Teacher Candidate Expected Behaviors/Dispositions (please provide comments in general, as well as for any areas for growth):**

- 1) Takes initiative to be actively involved and asks questions  
 \_\_\_Acceptable (*Teacher Candidate engages instructionally with students, seeks opportunities to be helpful to teacher, and shows interest and inquisitiveness about teaching*)  
 \_\_\_Area for Growth

*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 2) Maintains enthusiasm with students and staff  
 \_\_\_Acceptable (*Teacher Candidate displays an affect marked by interactions that can be characterized as positive, encouraging, optimistic, and patient, with a sincere orientation toward learning*)  
 \_\_\_Area for Growth

*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 3) Is punctual and dependable in attendance  
 \_\_\_Acceptable (*Teacher Candidate establishes the field schedule with the Cooperating Teacher and adheres to the designated dates, arrival time, and time period for being in the classroom. Teacher Candidate notifies the teacher in advance of an absence unless in the case of an extreme emergency*)  
 \_\_\_Area for Growth

*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 4) Keeps commitments to cooperating teacher  
 \_\_\_Acceptable (*Teacher Candidate meets with the Cooperating Teacher to discuss the field requirements. Teacher Candidate keeps commitments and fulfills the expectations of the Field-Based Experience*)  
 \_\_\_Area for Growth

*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 5) Interacts with students in a positive, respectful, and safe manner  
 \_\_\_Acceptable (*Teacher Candidate demonstrates a positive teacher presence by engaging students and responding with appropriate feedback within a safe learning climate*)  
 \_\_\_Area for Growth  
*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 6) Dresses and acts professionally, including language  
 \_\_\_Acceptable (*Teacher Candidate consistently dresses and acts in a professional manner, including the use of appropriate language: uses positive tone, avoids use of slang, derogatory or demeaning language*)  
 \_\_\_Area for Growth  
*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 7) Engages cooperatively with faculty and staff (as appropriate)  
 \_\_\_Acceptable (*When requested to assist, the teacher candidate does so promptly, with attention to detail and with concern for the quality of the outcome*)  
 \_\_\_Area for Growth  
*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 8) Confers with the Cooperating Teacher about the design and content of the lesson to be taught in your classroom  
 \_\_\_Acceptable (*Teacher Candidate meets in advance with the Cooperating Teacher to choose a lesson topic that fits into the Cooperating Teacher's established plans*)  
 \_\_\_Area for Growth  
*If Area for Growth is selected, please explain briefly in the box below.*

**Comments**

- 9) Incorporates Kentucky's Core Content and relevant curricular resources in candidate's lesson plan in collaboration with the Cooperating Teacher  
 \_\_\_Acceptable (*Teacher Candidate and Cooperating Teacher jointly determine the Kentucky Core Content and lesson objectives specific to the lesson plan*)  
 \_\_\_Area for Growth  
*If Area for Growth is selected, please explain briefly in the box below.*

|                 |
|-----------------|
| <b>Comments</b> |
|-----------------|

- 10) Implementation of the lesson corresponds to the plan developed with the Cooperating Teacher

Acceptable (*Teacher Candidate teaches the lesson plan as developed with the Cooperating Teacher*)

Area for Growth

*If Area for Growth is selected, please explain briefly in the box below.*

|                 |
|-----------------|
| <b>Comments</b> |
|-----------------|

- 11) Overall the candidate's performance in the classroom was

Acceptable (*Teacher Candidate consistently meets the above criteria and/or is making good progress in doing so*)

Area for Growth

*If Area for Growth is selected, please explain briefly in the box below.*

|                 |
|-----------------|
| <b>Comments</b> |
|-----------------|

**Overall Comments:**

|  |
|--|
|  |
|--|

Cooperating Teacher Signature: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_

University Instructor Signature: \_\_\_\_\_ Total Number of Hours: \_\_\_\_\_

|  |  |  |                              |
|--|--|--|------------------------------|
| <i>Classroom/Cooperating Teacher, please select one or more of the following racial categories to describe yourself: (These data are required for accreditation purposes.)</i> |  |  |                              |
|  | <i>American Indian or Alaska Native</i>    |  | <i>White</i>                 |
|  | <i>Asian</i>                               |  | <i>Hispanic</i>              |
|  | <i>Black or African American</i>           |  | <i>Other</i>                 |
|  | <i>Latin American</i>                      |  | <i>Prefer not to respond</i> |
|  | <i>Native Hawaiian or Pacific Islander</i> |  |                              |

## Appendix J



### BELLARMINE UNIVERSITY

#### Annsey Frazier Thornton School of Education

#### **FIELD BASED INSTRUCTION** (field syllabus to accompany Educ 200 syllabus, Fall 2011)

#### *THEME: EDUCATOR AS REFLECTIVE LEARNER*

### MISSION STATEMENT

Bellarmino University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual's intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore*, In the Love of Truth.

**INSTRUCTOR:** Ms. Octavia B. Wilkins; Dr. Anne Bucalos

**OFFICE:** BOB 330

**PHONE:** 272-7958

**E-MAIL:** owilkins@bellarmine.edu

**OFFICE HOURS:** Mon. 2:30-3:30; Wed. 2:30-3:30; and By Appointment

**MEETING TIMES:** Students determine with cooperating teacher suitable times for visits (two hours per visit recommended minimum)

**SUPPLIES NEEDED:** Binder or folder for Reflective Journal

**COURSE DESCRIPTION:** The purpose of **Field Based Instruction** is to provide the preservice teacher with weekly field-based experiences in classrooms with children of diverse learning needs, in conjunction with Education 200, Foundations of Education. Students are exposed to classroom dynamics and the teaching-learning process at the elementary/middle/secondary level, in an effort to enhance the students' professional knowledge and background. Students use the reflective learner process through evaluation of the knowledge, skills, and dispositions required for effective teaching, as well as an examination of how Kentucky's Core Content for Assessment, Program of Studies, Learning Goals, and Kentucky Core Academic Standards are addressed in elementary/middle/secondary classrooms. Students

will engage in **Valli's technical, deliberative, personalistic, and critical reflective processes as identified in the School of Education's conceptual framework.**

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.**

**PROGRAM OBJECTIVES:**

The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

- 1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- 2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
- 3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
- 4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21<sup>st</sup> Century; and
- 5) Employs Valli's five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**FIELD OBJECTIVES:**

1. Each student will observe and participate in the organizational and pedagogical processes occurring in the school environment for two hours per week (minimum), for a total of 25 hours this semester;
2. Each student will reflect on these experiences using a specific format of addressing questions, accompanied by narrative, incorporating technical, deliberative, personalistic, and critical reflective processes in journals. Students will observe and identify specific knowledge, skills, and dispositions in teaching children/adolescents in educationally and culturally diverse classrooms; and
3. Each student will be expected to exchange reflections, impressions, and experiences from his/her placement during Education 200 class discussions.

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

1. Each student is expected to follow procedures for visiting schools as outlined in this syllabus, and to be prompt and consistent in attendance at the assigned school.
2. Each student is expected to spend time in **both observation and active participation** within the classroom setting. Each school visit requires a cooperating teacher's signature on the required **Field-Based Experience Log of Hours**).

3. Following each school visit, students are expected to keep a written account of class-room observation and participation. Reflective journal entries may be structured by the instructor, or may be narrative journal entries. Narrative entries should begin with the date(s) of the field visit, and topic(s) from the **Guide to Field Observations**. The journal should reflect what the students are intentionally observing from the **Guide**, as well as **their feelings and reactions to what they are observing**.
4. Students are expected to submit the required Reflective Journal entries on the dates specified by the instructor.
5. All visits are to be completed by **Nov. 30, 2011**. Students will be required to complete a narrative **Final Evaluation** of their field placement, to be submitted with the final Reflective Journal. Additional information regarding the **Final Evaluation** will be given by the instructor. Students will also be required to have their cooperating teachers complete an **Evaluation** of their **performance and appropriate dispositions** for submission with the student's **Final Evaluation**.

*(For Academic Honesty policy, Instructional Modification policy, Bellarmine University Goals, New Teacher Standards addressed, Diversity, and Technology components, please see Education 200 Course Syllabus.)*

## **EVALUATION AND GRADING:**

Field-Based Instruction is evaluated within the assignment structure of Educ 200. Instructor feedback will be given regarding appropriate Reflective Journal Entries. In order to meet minimal requirements of the field experience, students must:

- Complete 25 clock hours in their designated schools by the required date;
- Submit a completed **Log of hours**, with appropriate signatures and dated information;
- Submit an acceptable **Reflective Journal** on designated due dates;
- Submit a **Final Evaluation** upon completion of field hours; and
- Submit a completed **Evaluation** form from the cooperating teacher.

## **FIELD EXPERIENCE GUIDELINES**

### **Students are expected to:**

- Arrive promptly, on dates you have established with your teacher
- Check-in at the school office
- Stay for the agreed period of time
- Notify your teacher **in advance** of your absence
- Keep the **log of hours** accurately, and have it signed at each visit by your cooperating teacher
- Have the cooperating teacher complete an **evaluation** on you
- Spend time observing and working with students, documenting your observations as required

### **Students are not expected to:**

- Assume **sole responsibility** for classroom instruction, field trips, activities
  - Administer discipline
  - Function as a substitute teacher
  - Receive payment of any kind for performing school duties
- \* Principals are to determine if an education student should remain in a classroom staffed by a substitute teacher.

#### **Possible student activities:**

- Assist individual students with projects, seat work
- Work with small groups or individual students (reviewing, make-up tests)
- Grade papers (or other appropriate teacher tasks)
- Listen to child read aloud/tutor child
- Assist in helping child follow directions or stay on task
- Assist teacher with instructional activities/planning/bulletin boards
- Conduct lesson (with cooperating teacher permission; if comfortable doing so)

#### **Procedures for School Visits:**

- Introduce yourself to the school secretary, telling your name, that you are a Bellarmine student doing observation with Ms./Mr. \_\_\_\_\_, and coming on \_\_\_\_\_ days of week
- **Sign-in at office each time you come to the school**
- Give your cooperating teacher basic information about yourself in writing (Name, contact information, days/times you will be in his/her class)
- Discuss the activities you will be doing in the classroom, and the requirements of the field placement for both you and your cooperating teacher, including sharing the cooperating teacher evaluation form
- When you are ready to leave, be sure your teacher is aware that you are leaving
- Have your cooperating teacher **sign your log each time you visit**

#### **ADDITIONAL PROCEDURES DURING VISITS:**

Prior to, or during each visit, decide upon one or more objectives/questions from the **Guide to Field Observations** or the assignment provided by your instructor. You should gather data for your subsequent journal entries while in the classroom. Often the cooperating teacher will assign you tasks or tutoring to do, **at which times you should give full attention to the task and write notes following completion of the activity.** Immediately upon leaving your placement, you should record observations and reactions to be organized and written in more detail for your journal. **Do not wait until several days later to attempt to remember what happened during your visit.** Then you will formally complete your observations for your Reflective Journal.

#### **POLICY REGARDING ABSENCES**

1. Students are expected to be in the classroom according to the schedule that you have worked out with your cooperating teacher. The teacher counts on your being there as

planned.

2. If you are unable to attend on your scheduled day/time, you must call the school to notify your teacher. Should you know in advance that you will not be able to attend, you should notify the school in advance. Do not expect your teacher or the school to keep up with your attendance...it is your responsibility!
3. If you need to change your schedule, or you wish to go to the school at times other than originally scheduled, you must consult your cooperating teacher.  
**Absence is to occur only in extreme cases!**

**Appendix K****Junior Practicum Mentor Checklist****FALL**

1. \_\_\_\_\_ August Orientation
2. \_\_\_\_\_ Initial Meeting with Student and Cooperating Teacher
3. \_\_\_\_\_ First Informal Observation—August
4. \_\_\_\_\_ Conference-August
5. \_\_\_\_\_ Second Informal Observation --- September
6. \_\_\_\_\_ Conference if needed
7. \_\_\_\_\_ Formal Observation – October
8. \_\_\_\_\_ Conference with student and teacher
9. \_\_\_\_\_ Review of semester with student and teacher – November
10. \_\_\_\_\_ Turn in completed forms-December

**SPRING**

1. \_\_\_\_\_ January Orientation
2. \_\_\_\_\_ Initial Meeting with Student and Cooperating Teacher
3. \_\_\_\_\_ First Informal Observation—January
4. \_\_\_\_\_ Conference-January
5. \_\_\_\_\_ First Formal Observation --- February
6. \_\_\_\_\_ Conference - February
7. \_\_\_\_\_ Second Formal Observation – March
8. \_\_\_\_\_ Conference with student and teacher
9. \_\_\_\_\_ Review of semester with student and teacher -April
10. \_\_\_\_\_ Turn in completed forms-April

## Appendix L

# BELLARMINE

## UNIVERSITY

### Evaluation of Junior Field Practicum Completed by Cooperating Teachers

We appreciate your willingness to host our education majors and value your feedback on our junior field practicum. Please share your experiences and recommendations below.

|                         |                         |
|-------------------------|-------------------------|
| Name of School:         | Name of Principal:      |
| Cooperating Teacher(s): | Subject/Grade Observed: |
| Bellarmino Mentor:      | Semester: Year:         |

#### Junior Field Practicum:

Did the Bellarmine student contribute to a valuable learning experience? **Yes/No**

Did the Bellarmine student engage in strategies that will help in a classroom? **Yes/No**

Did the Bellarmine student seek your expertise and advice in the area of teaching? **Yes/ No**

Did the Bellarmine student get involved in the school community? **Yes/ No**

Did the Bellarmine student teach lessons that engaged students? **Yes/No**

Overall, how would you rate the Bellarmine Junior Practicum in terms of benefits to you, your students, and your school. (circle one)

**Excellent                      Very Good                      Good                      Fair                      Poor**

#### Comment on the Junior Field Practicum:

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#### Bellarmino Supervisor:

Did the Bellarmine Supervisor meet with you about the Practicum responsibilities? **YES / NO**

Did the Bellarmine Supervisor discuss the progress of the student with you? **YES / NO**

Was the Bellarmine Supervisor available to discuss any problems relative to the Junior Field? **YES / NO**

Overall, how would you rate the Bellarmine Supervisor? (circle the appropriate rating)

**Excellent                      Very Good                      Good                      Fair                      Poor**

**Comment on the role of the Bellarmine Supervisor and his/her collaboration:**

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## Appendix M



# Bellarmino University

Annsey Frazier Thornton School of Education

**EDUC 122** Field Experience - Elementary and Middle **Spring 2012 (1)**

**EDUC 132** Field Experience - Secondary **Spring 2012 (1)**

### *THEME: EDUCATOR AS REFLECTIVE LEARNER*

#### **UNIVERSITY MISSION STATEMENT**

Bellarmino University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual's intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore*, In the Love of Truth.

#### **INSTRUCTOR(S):**

**PHONE:**

**E-MAIL:**

#### **COURSE DESCRIPTION**

Educ 122/132 provides intensive weekly experiences in classrooms with children or adolescents of diverse learning needs. It connects to both the theme of the School of Education (*Educator as Reflective Learner*) and to its Conceptual Framework by requiring students to use Valli's (1997) five types of reflection: technical, deliberative, personalistic, critical, and reflection in-and-on action. Elementary and middle school students will apply content from course readings, class discussions, and group experiences in EDUC 312, EDUC 335, EDUC 337, EDUC 338, and EDUC 309 to their reflections on their role as future educators. Secondary students will apply content from course readings, class discussions, and group experiences in EDUC 342 and their respective methods courses to their reflections on their role as future educators.

You will be assigned a school and designated teacher in that school for your placement. You should work with your designated (cooperating) teacher to determine how you might best address the

different content areas (reading, science, mathematics, social studies, special education, etc.) covered in the spring semester. This may entail your working in other teachers' classrooms on specific Thursdays and Fridays or parts of a Thursday.

You are expected to be a **full participant** in all areas of content and activities that occur in your designated classroom.

**FIELD DATES:** Elementary and middle school majors: Jan. 6, 12, 13, 19, 20, 26, 27, Feb. 2, 3, 9, 10, 16, 17, 23, 24, Mar. 1, 2, 15, 16, 22, 23, 29, 30, Apr. 12, 13. (April 19, 20 may be used as make-up days for illness, if needed). Students report to school 30 minutes prior to the beginning of the school day and stay until the end of the school day (Thursdays) and stay for one half day on (Fridays).

**Secondary education majors may report to their assigned schools on days/times determined collaboratively with cooperating teachers.**

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.**

#### **PROGRAM OBJECTIVES:**

The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

- 1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- 2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
- 3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
- 4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21<sup>st</sup> Century; and
- 5) Employs Valli's five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

#### **KENTUCKY TEACHER STANDARDS ADDRESSED in EDUC 122/132:**

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others

9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

### **COURSE/LEARNER OBJECTIVES:**

- 1) Students will keep a weekly journal of their field experiences. These journal entries will be incorporated into three (3) required word-processed journal responses submitted electronically to the designated Bellarmine field supervisor on **Jan. 27, Feb. 24, Mar. 30.**
  - A) an increased understanding of, and positive attitude toward, the diversity of children and the uniqueness of each individual, including multicultural dynamics and the integration of cultural variation into the school setting (*Valli's personalistic and critical reflection*);
  - B) continuous exploration of models of curriculum, instruction, and assessment as educational "contexts" for teaching and learning (*Valli's deliberative reflection*); and
  - C) participation in assisting and teaching in the field placement, with appropriate reflection of those experiences (*Valli's; reflection in and on action, deliberative, technical, and critical reflection*).
- 2) Students will conduct two well-planned teaching lessons (minimum of 15-20 minutes in length) one in a general education classroom and one in a special education classroom. (**Note: Secondary majors will teach two lessons in their assigned classrooms.**) The Bellarmine Lesson Plan Template (revised) should be used for advance planning and provided to the instructor/supervisor and classroom (cooperating) teacher 48 hours in advance of the lesson. **Note: the lesson should be planned in collaboration with the cooperating teacher.** The observation instrument accompanies this syllabus.

**NOTE: Course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky's Core Content for Assessment, Program of Studies, and Kentucky Core Academic Standards into the planning and teaching of lessons in the field placement. The Lesson Plan Template requires the integration of Core Content and KY Core Academic Standards, particularly in mathematics and English/Language arts.**

### **COURSE REQUIREMENTS AND ASSIGNMENTS:**

Each of the following assignments must be satisfactorily completed to earn a "P" (pass) for EDUC 122/132.

#### **Attendance and Participation in Field Experience**

Beginning on Friday, Jan. 6, 2011, elementary and middle school teacher candidates will be expected to be in the field site on Thursdays from 8:30 – 4:00 (elementary), 7:15-3:00 (middle school) and on Fridays from 8:30 – noon (elementary), 7:15-11:15 (middle school). A Log of Hours must be signed by your assigned teacher to verify your hours each Thursday and Friday. **Secondary education majors should determine their field placement schedules in collaboration with their cooperating teacher(s).**

You are expected to be a **full participant** in every classroom to which you are assigned. This includes working in small groups or individually with students, leading activities with students,

teaching brief lessons, and completing tasks as requested by your teacher (as long as these tasks generally are done in the classroom).

### **Reflective Journal Entries**

Candidates will be expected to keep a narrative journal (may be word processed or handwritten) with reflections as described under course objectives. These weekly entries will be the basis for three individual reflections submitted to your Bellarmine instructor/supervisor in response to assigned prompts (see attached Journal Entry Assignments). These submissions are done via email on the following dates (1/27; 2/24; 3/30). **The three formal journals must be word processed, 12 font, double-spaced, with correct grammar, sentence structure, and spelling. Each of the three journals should be 3½-5 pages in length.**

### **Teaching Observations**

Candidates will teach two group (can be a small group, especially in a special education setting) lessons of at least 20 minutes to be observed by the instructor. Elementary and middle school candidates will teach one general education lesson and one special education lesson for observation/evaluation purposes. Secondary majors will teach two lessons in their assigned classroom(s). **NOTE: candidates' methods courses may require additional teaching lessons.** A lesson plan and all handouts/materials must be submitted to your instructor/supervisor and cooperating teacher at least 48 hours before the day of the observation. The observation instrument is attached.

### **Field Forms (required)**

At the completion of the field placement, the Log of Hours will be submitted to Prof. Pohl (EDUC 312) or Prof. Wilkins – secondary education (EDUC 342) with the required cooperating teacher's signature to serve as documentation of approved field hours. A professional evaluation from both cooperating teachers is required. Candidates must also use *LiveText* to complete an evaluation of the field placement. A passing grade will not be assigned for EDUC 122/132 until these papers are submitted and verified **no later than Monday, April 23 (elem/middle) or Wed. April 18 (sec).**

## **GUIDELINES FOR PROFESSIONALISM IN SCHOOLS**

**You are expected to be present in your placement every on every required date for the full amount of time.** If you are ill or there is an extreme emergency that prevents you from attending your field, you are to notify your cooperating teacher as soon as you are aware of the situation. If you are ill on the designated date for your teaching observation, you should notify your instructor as soon as possible of your situation. **Absence should be for significant illness or extreme emergency only.**

### **Professional Behaviors and Dispositions**

The AFTSE believes that teacher candidates must model professional behavior and appropriate dispositions in all facets of their preparation program, including field experiences. In addition to dispositions, candidates are provided the following guidelines:

Appropriate Dress:

- Nice dress pants (khaki, black, brown, etc.)
- Skirt or dress that is **no more than** an inch or two above the knee
- “Formal” shoes or dress sandals
- Blouse or sweater that has **high** neckline and comes well below the waistline of pants or skirt – even when bending over, there should be absolutely **NO cleavage or belly/back skin showing**
- Minimal, “tasteful” jewelry – necklace/earrings/bracelet
- Collared shirt for men; necktie is preferable, but not required unless required by the school dress code

#### Inappropriate Dress:

- NO jeans
- NO flip-flops
- NO T-shirts or Sweats
- NO shirts with slogans or messages
- NO lip/eyebrow/nose studs or rings
- NO questionable jewelry (skull earrings or rings)/book bags w/questionable graphics
- NO clothing that reveals too much skin...when in doubt, DO NOT WEAR!
- NO colorful underwear worn under sheer or white outer clothing
- NO exposure of underwear (men or women) outside of outer clothing
- NO exposure of questionable tattoos, or tattoos in more “personal” areas such as lower back

Many schools now have very rigid dress codes that include no jewelry worn by males or no “sagging” of pants, for example. **You must follow the dress code of your school, but must also adhere to Bellarmine’s policies on dress. There may be instances where your cooperating teacher wears clothing that you are not permitted to wear. Simply inform that individual that you must meet Bellarmine’s requirements for professional dress. Professional dress is absolutely essential when you are being observed and/or evaluated for early hire.**

#### Professional Behavior and Language:

- Punctuality: You are expected to arrive not only on time, but well in advance of the beginning of the school day so that you are able to help your cooperating teacher plan and prepare for the day.
- Language and conversation: All conversations with faculty and administrators should be professional, avoiding slang or profanity, and in line with professional rules of confidentiality. Negative and/or defamatory comments about students, faculty, and administrators are unacceptable. Conversations and discussions with parents also should be professional; avoid “college” talk or slang, as you should communicate differently with a parent than you would with friends.
- Correct grammar/spelling in talking and writing: You are expected to use (in conversation and writing) correct grammar, punctuation, and spelling, especially on materials for student use. All lesson plans, notes to parents, student materials, and communication should be proofread and checked for errors.

- Cell phones and/or appointments: You are to keep cell phones, personal electronic devices, etc. out of the classroom (even if your cooperating teacher uses his/hers), checking them only if absolutely necessary at lunch or during an accepted break. There should be no texting during the school day. There should be no reason for you to schedule any appointments during your field experience time (unless there is an unusual medical emergency). Should you need to leave school immediately for an emergency or necessary appointment, your cooperating teacher should be notified well in advance.
- Absences should be in the instance of serious illness or true emergency, with as much advance notification to your cooperating teacher as possible. Hours missed due to absences must be re-scheduled with the agreement of your cooperating teacher.
- You are expected to follow the Professional Code of Conduct for the school district at all times and observe all school rules and faculty procedures.
- You are expected to adhere to the *Professional Code of Ethics for Kentucky Certified School Personnel* (<http://www.epsb.ky.gov/>) at all times.

### **INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION**

Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4<sup>th</sup> floor of BOB, 272-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that Mar. 14, is the last day to withdraw (SP 12) with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at <http://www.bellarmine.edu/registrar/RegForms.asp>.

### **DIVERSITY AND SPECIAL EDUCATION CONTENT**

This field experience will focus on the development of teachers who teach to the high standards of social justice, equity, and equality and who are caring and compassionate practitioners. Further, this field will focus on developing teachers who are committed to providing equitable opportunities to learn for all students, in light of their backgrounds and learning styles, and to prepare teachers who have the knowledge, skills, and dispositions necessary to successfully teach diverse learners.

### **INCLEMENT WEATHER POLICY**

Candidates should follow the JCPS schedule for school closings and delays.

### **ACADEMIC HONESTY**

As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic

honesty policy as published in Bellarmine's Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via *mybellarmine.edu*. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the *Student Handbook*.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. Penalties range from failing an assignment or course to dismissal from the University, depending, in part, on the student's previous record of academic dishonesty. On the second offense during a student's academic career, the student will be immediately suspended for the semester in which the most recent offense took place. On the third offense, the student will be dismissed from the University. Plagiarism or cheating on field placement will result in "0" credit for field hours under question, **and may result in permanent dismissal from the education program.** Plagiarism on field placement may include: falsifying the number of hours, forging a teacher's signature, falsifying the content/nature of what is observed, and/or "double-dipping" hours intended for credit in another placement or course.

#### **TECHNOLOGY AND E-MAIL/INTERNET**

Continuing and regular use of word processing and **Bellarmino e-mail** is expected. Students are expected to use *LiveText* to submit an evaluation of the field placement. Please e-mail the instructor/supervisor to communicate questions about your placement, scheduling the teaching observations, and absences (if necessary).

#### **PROFESSIONAL DISPOSITIONS POLICY**

The Bellarmine University School of Education expects candidates to develop effective teaching dispositions and to act as participatory members of a community of learners in a professional teaching preparation program. The dispositions instrument that candidates will utilize for self-assessment is distributed through *LiveText*.

## Appendix N



### BELLARMINE UNIVERSITY Annsley Frazier Thornton School of Education

#### Cooperating Teacher Initial Progress Checklist of Student Characteristics

Cooperating Teacher: \_\_\_\_\_  
 Bellarmine Student: \_\_\_\_\_  
 Name of School: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Faculty Supervisor: \_\_\_\_\_

Thank you for your assistance in the professional development of this aspiring teacher. Please use your professional judgment in evaluating the progress that this student is making regarding the following characteristics:

| Characteristic  | Satisfactory | Some Concerns | Not Satisfactory |
|---|--------------|---------------|------------------|
| Dresses professionally  |              |               |                  |
| Uses professional language  |              |               |                  |
| Displays a professional attitude  |              |               |                  |
| Interacts appropriately with children   |              |               |                  |
| Arrives on time and stays until the end of the day  |              |               |                  |
| Displays initiative in the classroom  |              |               |                  |
| Engages in appropriate and professional discussions with you; asks questions about content and practice |              |               |                  |

Please have this form completed by Thursday, Sept. 16<sup>th</sup>, and ready to give to your assigned student in the envelope provided. Please write your name or initials over the seal. Thank you.

The university supervisor may contact you about any concerns you have regarding your assigned student.

## Journal Response Prompts Junior Field Experience

### Journal Prompt #1

Review the entries in your reflection journal and carefully reread what you have written about your classroom experiences, highlighting the areas which might be useful in responding to the following prompt:

The atmosphere in the classroom is an important factor to consider because it directly affects student learning. While you are reflecting on the classroom environment of your field placement, consider the following questions:

1. Is the classroom environment culturally responsive? Is it inviting to all students? Do all student appear to feel welcomed? (Describe in detail).
2. Do students feel safe to take risks?
3. Are they empowered to make decisions? To be full participants?
4. How is the room arranged? Is it conducive to group work? Full participation?
5. How might you change the environment if it were your classroom?

### Journal Prompt #2

Review the entries in your reflection journal and carefully reread what you have written about your classroom experiences, highlighting the areas which might be useful in responding to the following prompt:

1. Choose one student with a disability or learning challenge that you have observed and taught.
  - a. What is the nature of his/her disability/learning challenge?
  - b. How does the disability/challenge affect his/her access to and progress in the general curriculum?
  - c. What intervention services, accommodations, or specific instructional practices have been used with this student? Have they been effective? Describe in detail what has been used and its effectiveness.
2. Describe the teaching methods and practices being used with the students in your assigned classroom who may be falling behind, have specific learning challenges, or may be functioning **ahead** of the general curriculum. Are they effective? How so? If not, why not? What might you do differently to meet the needs of these students?

**Journal Prompt #3**

Review the entries in your reflection journal and carefully reread what you have written about your classroom experiences, highlighting the areas which might be useful in responding to the following prompt:

You have learned many instructional strategies in your methods classes. Analyze your field notes carefully and describe how instructional strategies have been implemented by your teacher in the field.

- a) How have your experiences in the field, in terms of instructional strategies, compared with those you have learned in your readings and discussions in your reading, science, social studies, mathematics, classroom management, or procedures classes?
- b) Discuss how these experiences correspond to best practice as discussed by your professors in the School of Education.
- c) What types of evidence or data does your cooperating teacher collect to determine appropriate instruction to increase student learning success?
- d) How might you make changes in the instructional strategies you have described in your assigned classroom(s) to meet the needs of the students in your class? Cite several specific examples of possible changes.

**Journal Response Scoring Guide/Rubric  
Spring 2011**

Name: \_\_\_\_\_

| Component        | Score | Satisfactory  | Needs Improvement  |
|------------------|-------|---|--|
| Prompt Questions |       | Prompt question(s) are answered thoroughly and thoughtfully. Responses are in-depth and specific.                   | Prompt questions are not answered thoroughly and/or thoughtfully. Responses are not specific or in-depth.                      |
| Idea Development |       | Logical development of ideas. Uses specific examples to support thinking. Valli's types of reflection incorporated. | Illogical development of ideas. Examples are needed to support thinking. Lack of incorporation of Valli's types of reflection. |
| Analysis         |       | Thoughtful analysis and evaluation of classroom practices with a critical lens.                                     | Needs more thoughtful analysis and evaluation of classroom practices.  |
| Aesthetics       |       | Journal prompt is 12pt font, double spaced, 3½-5 pages in length.   | Journal prompt is not 12 pt font, double spaced and/or 3½-5 pages in length.   |
| Mechanics        |       | Well organized; Demonstrates no or very few errors in spelling, grammar and punctuation.                            | Unorganized; several spelling, punctuation, and/or grammatical errors present.   |