

Early Childhood and Elementary Education Field Experience Handbook

2021-2022

Shaping Tomorrow: Ideas to Action



**College of Education and Human Development
University of Louisville**

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders

The Early Childhood and Elementary Education Field Experience Handbook has been written for individuals who have been accepted into the University of Louisville College of Education and Human Development (CEHD) Early Childhood and Early Elementary Education Program or seek information regarding field experiences in this program. The handbook is designed to provide information for the experiences leading up to the final clinical experience of student teaching.

A candidate seeking a Bachelor of Science (BS) or Master of Arts in Teaching (MAT) will participate in extensive field experiences in several partner schools prior to student teaching. The CEHD has a tradition of a strong field-based program supported through an intentional collaboration of faculty, university supervisors and mentor teachers in our district partner schools.

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OFFICE OF EDUCATOR DEVELOPMENT AND CLINICAL PRACTICE (OEDCP)

The Office of Educator Development and Clinical Practice (OEDCP) at the University of Louisville serves as the organizational hub for communication and data collection related to **field and clinical placements**. The OEDCP is part of the Raphael O. Nystrand Center of Excellence in Education (NCEE) and as such its purpose is to develop, implement and study collaborative efforts to improve teaching.

The OEDCP places candidates in field and clinical placement sites that are aligned with the College of Education and Human Development's mission statement and Conceptual Framework of *Ideas to Action*. *Ideas to Action* is grounded in the notion that candidates become critical thinkers, problem solvers, and leaders through Inquiry, Action and Advocacy-all active qualities that require significant field and clinical experiences.

Each field and clinical experience is mapped to the Conceptual Framework and includes performance-based tasks that are assessed using rubrics that include components from state and professional standards.

The Office of Educator Development and Clinical Practice homepage:

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What we believe...

UNIVERSITY MISSION STATEMENT

The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) educational experience, (2) research, creative, and scholarly activity, (3) accessibility, diversity, equity, and communication, (4) partnerships and collaborations, and (5) institutional effectiveness of programs and services.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT MISSION STATEMENT

The mission of the College of Education and Human Development is to achieve the outcomes worthy of a top tier college of education at a preeminent metropolitan research university. The College seeks to integrate the strengths of the university with those of our partners in communities, in the private sector, in public agencies, and among policy makers. The goal of this integration is to promote the highest ideals of learning and achievement for all students and the positive development of and well being of children, youth, adult learners, and families.

Our work is shaped by fundamental commitments to honoring diversity and to furthering social justice. We seek to ensure that, through teaching, research, policy analysis and service, all individuals and families are healthy, fully prepared, and empowered to participate in the institutions and economic activities of a diverse democratic society. Our commitments lead us to be advocates for change, namely the change needed so that our clients and constituents can reach their full potential.

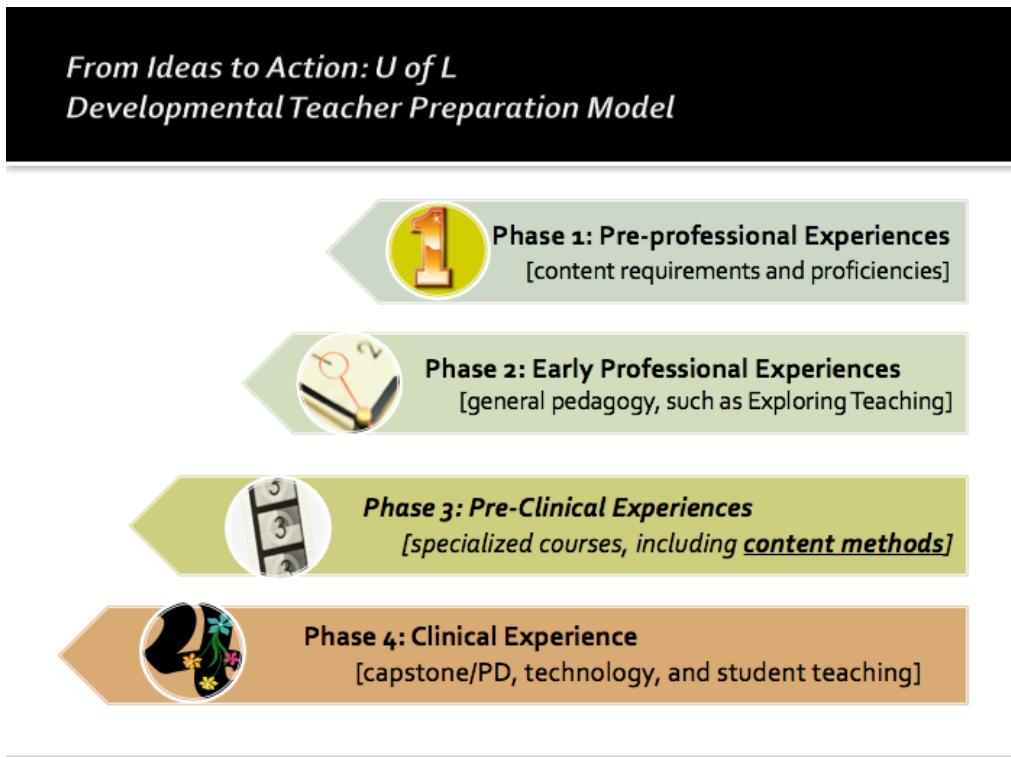
We prepare students to be exemplary professional practitioners and scholars. A component of our preparation is emphasis on critical thinking; this enables inquiring students to use methods of research to build knowledge. We prepare students to generate, use, and disseminate knowledge about teaching, learning, leadership, disease prevention and health promotion in public and private sector organizations. We prepare them to collaborate with others to solve critical human problems in a diverse global community.

An important part of our mission is stewardship of place. By stewardship we mean responsiveness to our constituents, including school districts, local agencies, and organizations that seek to advance education and human development. Through collaborative research, teaching, and outreach partnerships, we seek to advance knowledge and understanding across our disciplines and constituencies. Our commitment to action can be seen in our practices: to help solve problems that are challenges to the community we serve. We do this to inform policy, improve practice, strengthen communities, and address pressing societal concerns. By Inquiry, Action, and Advocacy we seek to develop educational, economic and social conditions and resources required to improve the quality of life for citizens in the state of Kentucky, the nation, and the global community.

Overview of our model...

From Ideas to Action: U of L Developmental Teacher Preparation (DTP) Model

From Ideas to Action: U of L Developmental Teacher Preparation Model is grounded in the College of Education and Human Development's (CEHD) Conceptual Framework and the Kentucky Teacher Performance Standards. In each phase candidates focus on particular standards and components within the Conceptual Framework, building towards deep understanding across all standards and accomplishing the goal of the Conceptual Framework of becoming critical thinkers, problem solvers, and professional leaders.



Phase 1 (Pre-Professional)

Candidates learn ideas related to the content they will teach, focusing on the KY Teacher Performance Standards (for content and professional growth) and the CEHD Diversity Standard. For BS programs, this focus primarily takes place during the freshman and sophomore years. For the MAT, the focus is in many of the candidate's prerequisite courses.

Phase 2 (Early Professional Experiences)

Candidates expand on their content and are exposed to general education concepts and learning theory. Standards that are assessed in this phase are planning, climate, reflection, collaboration, professional growth, and diversity. Courses include Human Growth and Development, General Methods, and Exploring Teaching/Teaching as a Profession.

Phase 3 (Advanced Professional)

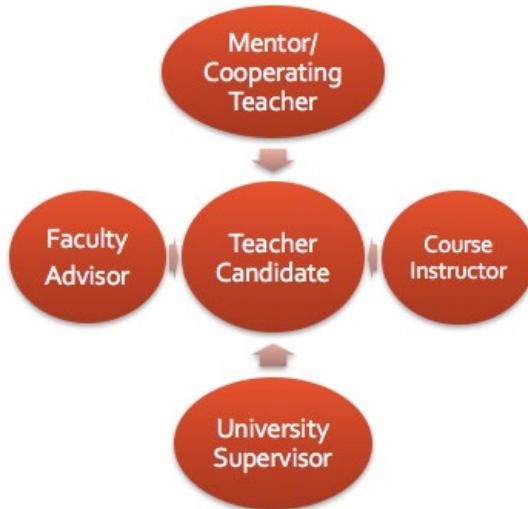
Candidates begin to apply their content and general education experience to their specific areas of teaching. Course work at Phase 3 includes content-specific methods, reading in the content areas, and special education courses. In this phase, ideas move to action, as candidates are actively participating in schools, teaching lessons, assessing students, and reflecting on teaching.

Phase 4 (Culminating Experience/Student Teaching)

Candidates apply and demonstrate learning across all KY teacher performance standards. Action moves to advocacy as candidates focus their experiences on supporting the learning of every child.

A guide for teacher candidates...

Support Provided for Field Experiences



The CEHD Developmental Teacher Preparation Model allows for your development as you progress through the program. Your course instructors, your university supervisor and your mentor teachers in the schools provide support for your field experiences. Your advisor also provides additional support, as do members of the Office of Educator Development and Clinical Practice (OEDCP), and the Early Childhood and Elementary Education Department faculty. Your field experiences allow you to put into action the theories and concepts you learn in your methods and specialized content courses.

Your **instructors** have given careful consideration to the assignments to be completed in the field. These assignments are outlined in the syllabus for each course. You should share these assignments with your university supervisor and mentor teacher. You may be provided with a letter to give to your teachers.

Your **university supervisor** is integral in establishing and sustaining the relationship between the university and the school. The role of a university supervisor is to provide support for you in the classroom setting. Each elementary university supervisor spends one day a week in their assigned elementary partner schools to help you as you develop your teaching skills and complete your required assignments. If you are seeking a dual certification in special education, a university supervisor from special education will be assigned and periodically visit your classroom, in addition to your elementary university supervisor. Your time in these classrooms is about more than completing assignments or checking off hours. The university supervisor will provide additional information about required activities, readings, and reflections.

Your **mentor teacher** may be the most important influence on your development, as you will spend a significant amount of time working with him/her in the classroom. Your mentor teacher should model best practices and allow you opportunities to take on increasing responsibility under his/her direction. Some of you may be placed for fieldwork with a **partner** who can also act as a support. Use your partner to reflect on what you are learning.

CEHD Bachelor of Science in Early Elementary Education Field Experience General Information

All candidates seeking a Bachelor of Science in Early Elementary Education will participate in field experiences for **six core content professional courses**. These courses are required whether you are seeking a Bachelor of Science in Early Elementary Education with a dual certification in Interdisciplinary Early Childhood Education (IECE), Learning and Behavior Disorders (LBD) or Multiple and Severe Disabilities (MSD), or a Bachelor of Science in Early Elementary Education with a content focus. : Mathematics, Science, Social Studies, English & Communication, P-12 French or P-12 Spanish.

- EDTP 330 Building Learning Communities Field Experience
- EDTP 312 Language Arts Methods Field Experience
- EDTP 314 Mathematics Methods Field Experience
- EDTP 323 Social Studies Methods Field Experience
- EDTP 326 Science Methods Field Experience
- EDSP 346 Special Populations in Schools Field Experience
- EDTP 355 Assessment and Research has authentic field-based assignments for which a field placement is necessary. These assignments will be completed in your assigned field placement setting during your regularly scheduled field hours. If this is the only field-based course for which you are enrolled during the semester, a field placement will be arranged to make it possible to complete your required assignments.

The CEHD has made a commitment to provide support for you as you complete your field experiences. An elementary **university supervisor** will be at the school site for **one (1) day a week** (Monday through Thursday) to provide needed support, conduct informal and formal observations, discuss development over time, and review and comment on weekly reflections.

Your university supervisor will be a great resource for you as you complete the requirements for your content methods courses. Together with your methods instructors, mentor teachers and advisor, the university supervisor helps you to make progress on the targeted standards and components within the CEHD Conceptual Framework, building towards a deep understanding across all standards and accomplishing the goal of the conceptual framework of becoming critical thinkers, problem solvers, and professional leaders.

CEHD Bachelor of Science in Early Elementary Education Field Experience Information

What you should know about your field placement:

- All placements are made through the Office of Educator Development and Clinical Practice (OEDCP).
- All field and clinical placements are arranged in collaboration with established partners, which include our two largest partners - **Jefferson County Public Schools (JCPS)** and the **Ohio Valley Educational Cooperative (OVEC)**. We have a number of **designated partner schools** in both JCPS and OVEC.
- The district and school leadership work in concert with the OEDCP and the Early Childhood and Elementary Education (ECEE) Department faculty to co-select your mentor teacher in these partner schools.
- Once your school placement is confirmed, you will be notified through your university email to contact your university supervisor to introduce yourself and receive details of your placement.
- Methods course for Early Elementary Education require **½ day of fieldwork each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 (appropriate departure time) or 12:30- 3:30 (school closing). This means if you were enrolled in three (3) courses requiring fieldwork, you would schedule one and one half days (1½ days) Monday through Thursday. State regulation references field experiences in terms of “clock hours;” however, the CEHD contracts with schools/districts for an agreed upon number of weeks. You may complete more than the minimum hours required.
- Field requirements for **multiple courses**, for one certification area taken in the same semester, are completed in the same classroom.
- **Literacy instruction** in elementary classrooms is almost always the focus of morning lessons. Make sure your class schedule allows for you to complete fieldwork during the morning hours when you are registered for your Language Arts Field Experience.
- **University supervisors are assigned to a school Monday through Thursday. No university supervisor is assigned to a school on Friday.** In order to receive the necessary support, you must schedule time to complete your field experiences or a portion of your field experiences on a day other than Friday.
- Candidates are not placed in schools if there is a **personal connection**. This means you would not be placed in a school if you have relatives (family members including parents, siblings, spouses, or children) working or attending or if it is a school you attended as a student.
- Candidates **cannot be paid for completing field hours**. If you work as a substitute teacher, it must be on those days you are NOT completing your required field hours. You cannot act as a substitute teacher during your student teaching semester until you have completed your student teaching requirements.
- All candidates are required to electronically document field hours to verify that 200 hours have been completed in diverse and focused settings and meet the language of regulation. See **State Field Experience Requirements**.
- Active involvement is an expectation. “*On your feet, out of your seat!*”

Bachelor of Science in Early Elementary Education

Core Professional Courses Field Experience Descriptions

EDTP 330 Building Learning Communities Field Experience

Purpose:

During your field placement, you will observe classroom procedures and, when appropriate, be an active participant in the classroom. With your mentor teacher's approval and guidance, you could assist a struggling student; teach small group lessons, grade work, monitor group activities, etc. In a field experience journal, you will record events of the day, including observations and the new knowledge you gained. Additional expectations include participation in a Back-to-School Night or Parent Conference and a Child Study Project.

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours]

EDTP 312 Language Arts Methods Field Experience (Field Experience EDTP 320)

Purpose:

You will continue connections between theory and practice; apply, analyze and synthesize practices presented in language arts methods coursework. You will learn how to teach all blocks of balanced literacy: reading methods, writing methods, grammar instruction, spelling development, writing instruction, and children's literature. You will plan and teach an interactive read aloud, shared reading, guided reading and word work lesson.

Field Requirement: The field requirement for EDTP 320/312 is **36 hours** (half day each week throughout the semester, 12- 14 weeks). A half day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day).

EDTP 314 Mathematics Methods Field Experience

Purpose:

Your mathematics methods field experience offers you an opportunity to learn how to effectively teach mathematics through a problem-solving approach. You will "try out" and evaluate a new teaching idea or activity described in your Van de Walle, Karp and Bay Williams (2010) textbook, conduct a "mini" mathematics assessment with one of your students, and plan and teach a mathematics lesson.

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours]

EDTP 323 Social Studies Methods Field Experience

Purpose:

During your field placement, you will examine practices in designing curriculum, making instructional decisions and developing assessments that promote powerful learning. You will engage in observation and reflection as well as active involvement with children in the classroom. In a field experience journal, you will record events of the day, including observations and the new knowledge you gained. Additional expectations include a Cultural Universals Fieldwork Interview and Analysis Project.

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours] You will be required to complete a half-day solo experience.

EDTP 326 Science Methods Field Experience**Purpose:**

This field experience provides the setting and support to actively participate and reflect upon theories, concepts and practices presented in the science methods class. In a field experience journal, you will record events of the day, including observations and the new knowledge you gained. You will plan, teach and analyze a science lesson, which demonstrates your understanding of engaging students in the process of learning science conceptually (engage, explore, explain, elaborate and evaluate).

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours] You will be required to complete a full-day solo experience.

EDSP 346 Special Populations in Schools Field Experience**Purpose:**

This field experience prepares you to appropriately challenge, support and include students from diverse backgrounds and with various abilities in your general education classroom. You learn the dynamics of including students with exceptional learning needs (e.g., students with disabilities, English language learners, students at-risk, gifted and talented) and other populations and the curricular and instructional approaches that challenge and support these students. Assignments include completion of a mini-case study, design or adaption of a curriculum-based assessment, and a collaborative intervention plan.

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours]

EDTP 355 Assessment and Research has authentic field-based assignments for which a field placement is necessary. This course is designed for you to define and explain the relationships among teaching, assessment, testing, measurement, and evaluation. Guided to analyze best practices based on an understanding of research and assessment techniques, you will document a selected student's performance using exiting school-based assessment data (CATS), communicating the student's progress in a form that is clear to a parent, team-teacher, counselor or principal.

Interdisciplinary Early Childhood Education Birth to Age-5 Field Experience Expectations (Dual Certification)

If you are seeking a dual certification in Early Elementary Education and **Interdisciplinary Early Childhood Education Birth to Age 5**, you will participate in **field experiences** for the six, core professional course. In addition, you will participate in **Early Professional Experiences** (Phase 2), **Advanced Professional content courses** (Phase 3), and a **Culminating Student Teaching Experience** (Phase 4) of the CEHD *Developmental Teacher Preparation Model specific to the IECE program*. All placements are made through the Office of Educator Development and Clinical Practice (OEDCP). An intentional effort is made for you to have experiences in both private and public preschools.

In **Phase 2**, you will expand on your content, learning general education concepts and learning theory. Standards that are assessed in this phase are planning, climate, reflection, collaboration, professional growth, and diversity. Courses include the following:

- **EDTP 436 Theories of Play**
- **EDTP 437 Infant/Toddler Development**
- **EDSP 439 Guidance of Young Children**

EDTP 436 Theories of Play Field Expectations

Purpose:

During your field placement, you will observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories. You will be asked to report your observations informally to the class and formally to the instructor. Learning centers will be developed in class and may be presented to children during the practicum experience.

Field Requirement:

The field requirement will be **six (6) hours**, which may be completed during course hours (per instructor approval). Placement sites are selected each semester based on instructor input and site availability.

EDTP 437 Infant and Toddler Development Field Experience

Purpose:

You will have an opportunity to become familiar with the Infant/Toddler Environment Rating Scale (ITERS). With a partner, you observe in an infant and toddler classroom setting to increase your knowledge and skills to examine your own classroom in the future. You will not identify the setting or share the collected information outside of the classroom.

Field Requirement:

The field requirement will be **six hours** [two (2) hours to become familiar with the faculty, staff and children and four (4) hours to complete the ITERS].

EDSP 439 Guidance of Young Children

Purpose:

Addresses the research-based knowledge and skills related to child growth and development that assist young children to develop positive pro-social relationships and for early childhood professionals to understand positive guidance principles and practice for young children's challenging behaviors.

Field Requirement:

The field requirement will be **six (6) hours**, which may be completed during course hours (per instructor approval). Placement sites are selected each semester based on instructor input and site availability.

In Phase 3, you will begin to apply your content and general education knowledge experiences specific to teaching in preschool programs. Courses include content-specific methods and special education courses. You will actively participate in schools, teaching lessons, assessing students and reflecting on teaching. Courses include the following:

- **EDSP 533 Curriculum and Methods for Early Childhood Special Education**
- **EDSP 485 Practicum: Developmental Intervention**

EDSP 533 Curriculum and Methods for Early Childhood Special Education

Purpose:

You will explore early childhood models, strategies and materials appropriate to use with children with special needs in an early childhood classroom. You will benefit from observations of instructional practice, special methods and considerations for children with disabilities, assessment and evaluation practices and parent communication and engagement.

Field Requirement:

The field requirement is **36 hours**. You will work with your instructor to complete these hours.

EDSP 485 Practicum: Developmental Intervention

Purpose:

You will experience, implement and reflect on assessment and instructional methodologies for infants and toddlers with identified special needs and their families. Working directly with a Developmental Interventionist (DI), you will have opportunities to observe, assist, assess and instruct infants and toddlers.

Field Experience:

The field requirement is **20 hours** scheduled throughout the semester with a Developmental Interventionist (DI).

What should I know about field expectations for IECE placements?

Not all students follow the same path in terms of course work and field experiences; however, there are set practices that can help you to determine your schedule. An important factor to remember is **you have chosen to pursue a dual certification-Bachelor of Science in Early Elementary Education P-5 and Interdisciplinary Early Childhood Education Birth to Age 5. This will require a dedication and commitment to complete fieldwork for each certification (preschool and elementary)**.

Additional Information:

- Methods and the practicum courses for IECE Birth to Age 5 are set in both private and public preschools
- Pre-school placements require specific immunizations/tests, in addition to your normal immunizations as well as a Background Check and often a Child Abuse and Neglect (CAN) Check. You will be notified if your placement site requires these additional measures.
- Dress appropriately for working with preschool children (no heels, dangling ear rings, short skirts).
- Maintaining a sanitary environment is part of the job of a preschool teacher. Cleaning desks, sweeping floors, etc. should not be considered inappropriate tasks.

Learning and Behavior Disorders (LBD) P-12 Field Experience Expectations (Dual Certification)

If you are seeking a dual certification in Early Elementary Education and **Learning and Behavior Disorders (LBD)**, you will participate in field experiences for the six core professional courses. In addition, you will participate in field experiences in **Advanced Professional Content Courses** (Phase 3) and a **Culminating/ Student Teaching Experience** (Phase 4) **specific to the LBD program**. An intentional effort is made for you to have experiences in both an elementary and a middle school or high school setting.

In Phase 3, you will begin to apply your content and general education knowledge experiences specific to teaching students with learning disabilities. Courses include content-specific methods courses. You will actively participate in schools, teaching lessons, assessing students and reflecting on teaching. Courses include the following:

- EDSP 516 Assessment of Learning Behavior Disorders (LBD)
- EDSP 512 Instructional Methods and Behavioral Disorders
- EDSP 442 Learning and Behavior Disorders Practicum
- EDSP 518 Teaching Reading Special Education P-12
- EDSP 451 LBD Practicum II

EDSP 516 Assessment of Learning Behavior Disorders (LBD)

Purpose:

You will learn the knowledge and skills needed to conduct assessment procedures; interpret data and use assessment data to make educational decisions for students with special needs in a legal and ethical manner. This course is taken in conjunction with EDSP 512 Instructional Methods and Behavior Disorders and EDSP 442 Learning and Behavior Disorders Practicum.

Field Requirement: See EDTP 442

EDSP 512 Instructional Methods for Learning and Behavior Disorders

Purpose:

You will explore a variety of research based instructional strategies in different content areas for students with disabilities and learn to develop effective assessment practices. You will design an individualized teaching plan (ITP) based on an IEP skill/objective for one student.

This course is taken in conjunction with EDSP 516 Instructional Methods and Behavior Disorders and EDSP 442 Learning and Behavior Disorders Practicum.

Field Requirement: See EDTP 442

EDSP 442 Learning and Behavior Disorders Practicum

Purpose:

This practicum provides you an opportunity to implement, experience, and reflect on assessment and instructional methodologies for students with learning and behavior disorders. You will observe, assist, and instruct students with learning and behavior disorders

Field Requirement:

The field requirement for EDSP 512 Instructional Methods and EDSP 442 LBD Practicum is concurrent with EDSP 516 Assessment for Learning Behavior Disorders. The combined field requirement, for the three

courses, is **90 hours**. You will have two seven-week placements. One seven-week placement will be in an elementary setting and one seven-week placement will be in either a middle school or high school setting. You will be placed with a certified LBD teacher.

EDSP 518: Teaching Reading Special Education P-12

Purpose:

Addresses curriculum/ instructional methods in teaching reading to students with disabilities, prepares candidates in theoretically sound reading instruction, reading processes, how to access, evaluate, respond to students' strengths/needs. This course is taken in conjunction with EDSP 451 Learning and Behavior Disorders Practicum II

Field Requirement: See EDSP 451

EDSP 451: LBD Practicum II

Purpose:

This practicum provides further opportunity to implement, experience, and reflect on assessment and instructional methodologies for students with learning and behavior disorders. You will observe, assist, and instruct students with learning and behavior disorders.

Field Requirement:

The field requirement is **78 hours**. Your placement will reflect the grade level not yet experienced in EDSP 442. You will have one placement for full day a week throughout the semester, placed with a certified LBD teacher.

EDSP 470 Clinical Practicum/Student Teaching in Special Education: LBD

Purpose:

You will engage in a clinical experience in an LBD resource and/or collaborative classroom. You will have opportunities to participate in all aspects of teaching including planning, instructing, managing, assessing and reflecting.

Field/Clinical Requirement:

A minimum of 70 days must be completed for student teaching. Candidates seeking dual certification in LBD and Elementary Education, will be placed in three settings. An elementary placement with a certified LBD teacher, an elementary placement with a certified regular education teacher and a middle or high school placement with a certified LBD teacher. You will complete a *Student Teaching Application* which outlines requirements necessary for eligibility to student teach.

What should I know about field expectations for LBD placements?

Not all students follow the same path in terms of course work and field experiences; however, there are set practices that can help you to determine your schedule. An important factor to remember is **you have chosen** to pursue a dual certification-*Bachelor of Science in Early Elementary Education P-5 and Learning and Behavior Disorders P-12*. **This will require a dedication and commitment to complete fieldwork for each certification (Elementary and LBD).**

Additional Information:

- Your field experiences specific to your study of supporting children with learning and behavior disorders are very important. You will have one (1) five-week student teaching experience in an elementary classroom, one (1) five-week LBD placement in an elementary school and one (1) five-week placement in a middle or high school to provide evidence that you are ready for this certification.
- Although confidentiality is always of upmost importance for all students, do not share the specifics of a child's Individual Education Plan (IEP) except with the educational professionals working with that child.
- The OEDCP works carefully with the special education faculty, university supervisors and district specialists to co-select the teachers that demonstrate those strategies we want you to emulate.

Moderate and Severe Disabilities P-12 Field Experience Expectations (Dual Certification)

If you are seeking a dual certification in Early Elementary Education and **Moderate and Severe Disabilities (MSD)**, you will participate in field experiences for the six, core content professional courses. In addition, you will participate in field experiences in **Advanced Professional Content Courses (Phase 3)** and a **Culminating Student Teaching Experience (Phase 4) specific to the MSD program**. All placements are made through the Office of Educator Development and Clinical Practice (OEDCP). An intentional effort is made for you to have experiences in both an elementary and a middle school or high school setting. (Note: Your placement for *Building Learning Communities* and *Special Populations* will be in a setting to maximize your experience with children with MSD).

In Phase 3, you will begin to apply your content and general education knowledge experiences specific to teaching students with multiple and severe disabilities. Courses include content-specific methods courses. You will actively participate in schools, teaching lessons, assessing students and reflecting on teaching. Courses include the following:

- EDSP 520 Assessment of Students with Moderate and Severe Disabilities
- EDSP 443 Instructional Methods for Moderate and Severe Disabilities (MSD)
- EDSP 444 MDS Practicum I
- EDSP 440 Moderate/Severe Disabilities Curriculum and Methods II
- EDSP 546 Behavior Analytic Approach to Communication
- EDSP 450 Moderate/Severe Practicum II

EDSP 520 Assessment of Exceptional Learners

Purpose:

You will learn the knowledge and skills needed to conduct assessment procedures; interpret data and use assessment data to make educational decisions for students with special needs in a legal and ethical manner. This course is taken in conjunction with EDSP 443 Instructional Methods for Students with Moderate/ Severe Disabilities and EDSP 444 Moderate/ Severe Disabilities Practicum I

Field Requirement:

Practicum (EDSP 444)-see below

EDSP 443 Instructional Methods and Behavior Disorders

Purpose:

You will explore a variety of research based instructional strategies in different content areas for students with moderate/ severe disabilities and learn to develop effective assessment practices. You will design a systematic instruction plan (SIP) based on an IEP skill/objective for one student.

Field Requirement:

Practicum (EDSP 444)-see below

EDSP 444 Practicum for MSD

Purpose:

This practicum provides you an opportunity to implement, experience, and reflect on assessment and instructional methodologies for students with multiple and severe disabilities. You will observe, assist, and instruct students with multiple and severe disabilities.

Field Requirement:

The field requirement for this course is served concurrently with EDSP 520 and EDSP 443. The combined field hours will be completed in two seven-week settings. One placement will be in an elementary setting and one placement will be in either a middle school or high school setting. You will be placed with a certified MSD teacher. The combined field requirement is a minimum of **96 hours**. These hours will be completed **on two separate days each week** throughout the semester

EDSP 440 Moderate and Severe Disabilities Curriculum and Methods II

Purpose:

This course prepares practitioners to design and implement instruction based on alternative achievement of grade level academic standards that meet the needs of students with moderate/severe disabilities within special education and collaborative classroom settings.

Field Requirement:

Practicum (EDSP 450)-see below

EDSP 546 Behavior Analytic Approach to Communication

Purpose:

This course is designed to prepare practitioners to develop and implement programs to teach verbal behavior to persons who have not acquired it typically and to use AAC technology based on evidence provided in the research literature.

Field Requirement:

Practicum (EDSP 450)-see below

EDSP 450 Moderate and Severe Practicum II

Purpose:

This practicum provides field experience in school settings where the student will assist, assess, and instruct students with moderate/severe disabilities

Field Requirement:

The field requirement for this course is served concurrently with MSD Curriculum & Methods II (EDSP 440) and Behavior Analytic Approach to Communication (EDSP 546). The combined field hours will be completed in one 14 week setting. The field requirement is a minimum of **78 hours**. These hours will be completed **on two separate days per week** throughout the semester.

What should I know about field expectations for MSD placements?

Not all students follow the same path in terms of course work and field experiences; however, there are set practices that can help you to determine your schedule. An important factor to remember is you have chosen to pursue a dual certification-*Bachelor of Science in Early Elementary Education P-5* and *Multiple and Severe Disabilities P-12*. This will require a dedication and commitment to complete fieldwork for each certification.

Additional Information:

- Your field experiences specific to your study of supporting children with learning and behavior disorders are very important.
- Although confidentiality is always of upmost importance for all students, do not share the specifics of a child's Individual Education Plan (IEP) except with the educational professionals working with that child.
- The OEDCP works carefully with the special education faculty, university supervisors and district specialists to co-select the teachers that demonstrate those strategies we want you to emulate.

Master of Arts in Teaching P-5

If you are seeking a **Master of Arts in Teaching P-5** certification, you will participate in field experiences in **Phase 2: Early Professional Experiences**, **Phase 3: Advanced Professional** and **Phase 4: Culminating Experience** of the CEHD *Developmental Teacher Preparation Model*. All placements are made through the Office of Educator Development and Clinical Practice (OEDCP).

In **Phase 2**, you will expand on your content, learning general education concepts and learning theory. Standards that are assessed in this phase are planning, climate, reflection, collaboration, professional growth, and diversity. Courses include the following:

- **EDTP 602 Exploring Teaching**
- **ECPY 607 Learning Theory and Human Growth and Development**
- **EDTP 501 General Methods**

EDTP 602 Exploring Teaching

Purpose:

This field experience will help you to better understand society's expectations for schools and the role that teachers are expected to assume in relation to the social, cultural, political and historical context. You will complete an "Ethnography of the Classroom" project.

Field Requirement:

The field requirement is a total of **20 hours: 10-hour placement in classroom setting that represents your content and level; 5-hour service project; and 5 hours to complete state regulation activities**. Placement sites are selected each semester based on instructor input and site availability.

ECPY 607 Learning Theory and Human Growth and Development

Purpose:

You will apply the theories and concepts learned in this course to inform best teaching practice. You will participate in a structured one-hour a week tutoring session in a public classroom or community organization education program.

Field Requirement:

The field requirement is **20 hours: 10-hour tutoring project** working one-on-one with a student one hour a week for a total of 10 weeks and **10 hours additional tutoring at an approved site**, to expand grade level experiences. Placement sites are selected each semester based on instructor input and site availability.

EDTP 501 General Methods

Purpose:

You will be prepared to challenge and support all learners through careful planning, assessment, and the use of a variety of curricular and instructional strategies. You will gain knowledge and skills to access curriculum documents and design engaging standards based lessons and assessments to serve as a foundation for the content-specific methods courses.

Field Requirement:

This field requirement is **20 hours**. The placement site may be linked to the placement for EDTP 602 Exploring Teaching to provide you with an opportunity to build relationships with students and mentor teacher. * NOTE: If you are enrolled in EDSP 545 Exceptional Child in the Regular Classroom, the 36 hours required include the 20 hours for this course.

In Phase 3, you will apply your content and general education knowledge experiences. Courses include content-specific methods courses. You will actively participate in schools, teaching lessons, assessing students and reflecting on teaching. Courses include the following:

- EDSP 545 Exceptional Child in the Regular Classroom
- EDTP 621 Intensive Field Experience (1 credit hour per methods course) for the following content methods courses
 1. EDTP 603 Language Arts Methods
 2. EDTP 604 Mathematics Methods
 3. EDTP 605 Science Methods
 4. EDTP 606 Social Studies Methods

EDSP 545 Exceptional Child in the Regular Classroom (Completed with Phase 2 courses)

Purpose:

This field experience will provide an opportunity to increase your understanding of the dynamics of including students with exceptional learning needs (e.g., students with disabilities, English Language Learners, students at-risk, gifted and talented) and other populations in the regular classroom. You will participate in instructional activities and interact with students with exceptional needs.

Field Requirement:

The field requirement is a total of **36 hours** in a collaborative setting with a regular classroom teacher and/or special education teacher.

1 credit hour of EDTP 621 for 603 Language Arts Methods

Purpose:

You will observe connections between theory and practice; apply, analyze and synthesize practices presented in language arts methods coursework. You will learn how to teach all blocks of balanced literacy: reading methods, writing methods, grammar instruction, spelling development, handing writing instruction, and children's literature will be presented. You will plan and teach an interactive read aloud, shared reading, guided reading and word work lesson as well as one writing lesson.

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours]

1 credit hour of EDTP 621 for EDTP 604 Mathematics Methods

Purpose:

Your mathematics methods field experience offers you an opportunity to learn how to effectively teach mathematics through a problem-solving approach. You will "try out" and evaluate a new teaching idea or activity described in your Van de Walle, Karp & Bay Williams (2010) textbook, conduct a "mini" mathematics assessment with one of your students, and plan and teach a mathematics lesson.

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours]

1 credit hour of EDTP 621 for EDTP 605 Science Methods

Purpose:

This field experience will provide the setting and support to actively participate, observe, apply, analyze, synthesize and reflect upon theories, concepts and practices presented in the science methods class. In a field experience journal, you will record events of the day, including observations and the new knowledge you gained. You will plan, teach and analyze a science lesson, which demonstrates your understanding of the importance of engaging students in the process of learning science conceptually (engage, explore, explain, elaborate and evaluate).

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours]

1 credit hour of EDTP 621 for EDTP 606 Social Studies Methods

Purpose:

During your field placement, you will examine practices in designing curriculum, making instructional decisions and developing assessments that promote powerful learning. You will engage in observation and reflection as well as active involvement with children in the classroom. In a field experience journal, you will record events of the day, including observations and the new knowledge you gained. Additional expectations include a Cultural Universals Fieldwork Interview and Analysis Project.

Field Requirement:

The field requirement will be **half day each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 or 12:30-3:30 (end of day). [36 hours]

A **university supervisor** will be at the school site for one (1) day a week to provide needed support, conduct informal and formal observations, discuss development over time, review and comment on weekly reflections, etc. Your university supervisor will be a great resource for you as you complete the requirements for your content methods courses. Together with your methods instructors, mentor teachers and advisor, the university supervisor helps you to make progress on the targeted standards and components within the conceptual framework, building towards a deep understanding across all standards and accomplishing the goal of the Conceptual Framework of becoming critical thinkers, problem solvers, and professional leaders.

What should I know about field expectations for a Master of Arts in Teaching?

- All placements are made through the Office of Educator Development and Clinical Practice (OEDCP).
- All field and clinical placements are arranged in collaboration with established partners, which include our two largest partners - **Jefferson County Public Schools (JCPS)** and the **Ohio Valley Educational Cooperative (OVEC)**. We have a number of **designated partner schools** in both JCPS and OVEC.
- The district and school leadership work in concert with the OEDCP and the Early Childhood and Elementary Education (ECEE) Department faculty to co-select your mentor teacher in these partner schools.
- Once your school placement is confirmed, you will be notified through your university email to contact your university supervisor to introduce yourself and receive details of your placement.

- Methods course for Early Elementary Education require **½ day of fieldwork each week throughout the semester** (12-14 weeks). A half-day has been determined to be 8:30-11:30 (appropriate departure time) or 12:30- 3:30 (school closing). This means if you were enrolled in three (3) courses requiring fieldwork, you would schedule one and one-half days (1-½ days) Monday through Thursday. State regulation references field experiences in terms of “clock hours;” however, the CEHD contracts with schools/districts for an agreed upon number of weeks. You may complete more than the minimum hours required.
- Field requirements for **multiple courses**, for one certification area taken in the same semester, are completed in the same classroom.
- **Literacy instruction** in elementary classrooms is almost always the focus of morning lessons. Make sure your class schedule allows for you to complete fieldwork during the morning hours when you are registered for your Language Arts Field Experience.
- **University supervisors are assigned to a school Monday through Thursday. No university supervisor is assigned to a school on Friday.** In order to receive the necessary support, you must schedule time to complete your field experiences or a portion of your field experiences on a day other than Friday.
- Candidates are not placed in schools if there is a **personal connection**. This means you would not be placed in a school if you have relatives (family members including parents, siblings, spouses, or children) working or attending or if it is a school you attended as a student.
- Candidates **cannot be paid for completing field hours.** If you work as a substitute teacher, it must be on those days you are NOT completing your required field hours. You cannot act as a substitute teacher during your student teaching semester until you have completed your student teaching requirements.
- All candidates are required to electronically document field hours to verify that 200 hours have been completed in diverse and focused settings and meet the language of regulation. See **State Field Experience Requirements.**
- Active involvement is an expectation. *“On your feet, out of your seat!*

Master of Arts in Teaching

Interdisciplinary Early Childhood Education Birth to Primary

Field Experience Expectations

If you are seeking a certification in **Interdisciplinary Early Childhood Education Birth to Age 5**, you will participate in field experiences in **Phase 2: Early Professional Experiences**, **Phase 3: Advanced Professional** and **Phase 4: Culminating Experience** of the CEHD *Developmental Teacher Preparation Model* specific to the IECE program. All placements are made through the Office of Educator Development and Clinical Practice (OEDCP). An intentional effort is made for you to have experiences in both private and public preschools.

In Phase 2, you will expand on your content, learning general education concepts and learning theory. Standards that are assessed in this phase are planning, climate, reflection, collaboration, professional growth, and diversity. Courses include the following:

- **EDSP 536 Theories of Play**
- **EDSP 537 Infant/Toddler Development**

EDSP 536 Theories of Play Field Expectations

Purpose: During your field placement, you will observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories. You will be asked to report your observations informally to the class and formally to the instructor. Learning centers will be developed in class and may be presented to children during the practicum experience.

Field Requirement:

The field requirement will be **12 hours**, which will be completed through observation and assistance in ELC classrooms (per instructor approval). Placement sites are selected each semester based on instructor input and site availability.

EDSP 537 Infant and Toddler Development Field Experience

Purpose: You will have an opportunity to become familiar with the Infant/Toddler Environment Rating Scale (ITERS). With a partner, you observe in an infant and toddler classroom setting to increase your knowledge and skills to examine your own classroom in the future. You will not identify the setting or share the collected information outside of the classroom.

Field Requirement:

The field requirement will be **12 hours**, which will be completed through observation and assistance in ELC classrooms (per instructor approval).

In Phase 3, you will begin to apply your content and general education knowledge experiences specific to teaching in preschool programs. Courses include content-specific methods and special education courses. You will actively participate in schools, teaching lessons, assessing students and reflecting on teaching. Courses include the following:

- **EDSP 533 Curriculum and Methods for Early Childhood Special Education**
- **EDSP 585 Family Dynamics and Early Interventions in IECE**

- EDSP 583 Early Childhood/Special Education Screening

EDSP 533 Curriculum and Methods for Early Childhood Special Education

Purpose: You will explore early childhood models, strategies and materials appropriate to use with children with special needs in an early childhood classroom. You will benefit from observations of instructional practice, Special methods and considerations for children with disabilities, assessment and evaluation practices and parent communication and engagement

Field Requirement:

The field requirement is **36 hours**. Your placement will be in an accredited public preschool setting.

EDSP 585 Families and Collaboration in Interdisciplinary Early Childhood Education: Field Experience

Purpose: You will experience, implement and reflect on assessment and instructional methodologies for infants and toddlers with identified special needs and their families. Working directly with a Developmental Interventionist (DI), you will have opportunities to observe, assist, assess and instruct infants and toddlers.

Field Requirements: The field requirement is **20 hours** scheduled throughout the semester with a Developmental Interventionist (DI). The field experience includes a visit to the Scholar House.

EDSP 583 Early Childhood/Special Education Screening

Purpose: This course prepares candidates who will work with special-needs infants and preschoolers to use assessment for the purpose of planning effective, personalized intervention programs. It examines the full range of assessment issues with an emphasis on family-centered practices, the impact of a child's everyday environment, and the value of collaborative decision-making in order to understand the "whole" child who has a disability.

Field Experience:

The field requirement is **6 hours**. The hours are completed as part of the course requirements.

NOTE: Field requirement hours are listed as MINIMUM hours. Minimum hours = 144 clock hours. MAT IECE students will still need 56 clock hours to fulfill the state requirement of 200 hours. It is suggested that if approved at your placement site for each course, you complete more than the minimum requirement. For any remaining hours needed to meet the state requirement, see the "Extended Field Experience" opportunities listed below.

What should I know about field expectations for MAT IECE placements?

Not all students follow the same path in terms of course work and field experiences; however, there are set practices that can help you to determine your schedule.

Additional Information:

- Methods and the practicum courses for IECE Birth to Age 5 are set in accredited preschools, both private and public.

- Pre-school placements require specific immunizations/tests, in addition to your normal immunizations as well as a Background Check and often a Child Abuse and Neglect (CAN) Check.
- Dress appropriately for working with preschool children (no heels, dangling ear rings, short skirts).
- Maintaining a sanitary environment is part of the job of a preschool teacher. Cleaning desks, sweeping floors, etc. should not be considered inappropriate tasks.

Accountability for Field Experiences

Everything you do as a part of your teacher preparation program has an impact upon your career as a teacher. Your field experiences and college courses lead to recommendations for employment. Starting with your first field experience, it is important to act like a professional teacher. You are **accountable** for full participation in your field experiences. You will be asked to provide evidence of your progress throughout the program.

Professionalism

The following considerations will make your experience more professional.

- **Promptness** is critical. If you are late to a field experience, you are inconveniencing a teacher as well as students. Think of your field placement as a job for which promptness is crucial. If you ever have to be late, be sure to call immediately and leave a message for your mentor teacher and liaison and make up the time you missed. If you are worried about being late, plan to be early.
- **Dress professionally.** There is a saying that you need to dress for the job you want, not the job you have. The job while you are in the field is that of a teacher, not a student at the University. Dress accordingly; remembering that appearances do count in the example we are setting for children and when one is pursuing a teaching position.
- **Avoid gossip.** While it is natural that others will be curious about your experiences in the field, be sure to be professional as you share those experiences. Try not to use names of teachers or students or to gossip about what goes on in the school where you are working. Sharing field experiences in University class meetings is fine, as long as it is done in a professional manner. Remember, too, that you may be exposed to confidential information about children with whom you are working. In order to protect students, schools, and the relationship the University has with schools, it is important to keep confidential information confidential.
- **Develop positive relationships with peers, school faculty and staff.** It is essential that you develop good working relationships with the people with whom you work. They will be much more responsive to your interests if you have shown enthusiasm and understanding regarding their teaching and responsibilities at the school.
- **Develop positive relationships with students.** Remember that you are a teacher and not a peer of the children. Yet, it is important to be friendly and accepting. You may like to write a letter of introduction to the students and duplicate it or post it. The children are interested in you as a person. You might invite them to write you and introduce themselves. Get to know children as individuals, and your classroom management interactions will be enhanced.
- **Treat each child like an individual.** Be sure not to show favoritism, and, instead, express interest and concern for each child in each classroom. You might even want to make record of your interactions so that you can determine if you are communicating with everyone in the class on a personal basis.
- **The first few days are important. Learn the children's names quickly.** You might ask the classroom teacher for a list of names. You should strive to be able to address each child confidently by name within the first few days.
- **Attitudes are important.** Smiles and a cheerful, upbeat demeanor are noticed by mentor teachers, professors, and by children. School should be a pleasant place for everyone, you included.
- **Show initiative.** It is natural to spend a little more time observing and waiting when you enter a classroom. However, it is not a good idea to wait for your mentor teacher to tell you what to do. Begin to ask for responsibility early. This demonstrates your initiative and enthusiasm.

Field Experience Assessments

The following documents guide the assessment of your field experiences.

- **Reflection:** Each week you will be asked to send an **email** to your **university supervisor** reflecting on your field experiences that week. Your university supervisor may assign a specific topic for your reflection based on his/her observation in the classes. When you are formally observed, you will complete a reflection as part of the lesson plan template. Additional information and a template will be shared for reflecting on your solo experiences (half day and full day solo).
- **Record of Field Experience** is completed each day to capture and verify your activities for the week, including the required state activities. A **Suggested Methods Activity Continuum** (p. 42) provides an outline of developmental activities, which allow you to begin participation as early as the first day. You should consider this continuum in relationship to your program.
- **Lesson Plan** templates have been designed to guide your understanding lesson planning, instruction and assessment as well as analysis and reflection.
- **Professional Dispositions Assessment:** A *Disposition Assessment* for content methods candidates will be completed at the end of each semester by your mentor teacher and your university supervisor. You will also be asked to complete a self-assessment. Your university supervisor will meet with you at the end of each semester to discuss your professional dispositions.
- **Methods Field Experience Grading Form:** All methods students will receive a **Pass/Fail grade** for their field placement during the Methods Semester(s). A grade of PASS is necessary in order to be approved for student teaching. Your grade will be based on careful evaluation of all pertinent data, including: teaching observations by the mentor teacher(s), observations made by the supervisor, dispositions assessments made by supervisor and mentor teachers. Your evaluation will be considered in light of your progress of the **targeted Kentucky Teacher Performance Standards** and U of L Diversity Standard with respect to your point in the program. Your supervisor and/or mentor teacher(s) will share evaluations.

State Field Experience Requirements

State Regulation 16 KAR 5:040 governs admission, placement, and supervision in student teaching and stipulates that all candidates enrolled in student teaching shall complete a minimum of **200 hours of diverse and focused field experiences prior to student teaching.**

All candidates will be required to **electronically document 200 hours** prior to student teaching. **Candidates are ultimately responsible** for completing and tracking the field hours required prior to student teaching. Candidates must stay on track to ensure that the minimum number of hours have been completed in the types of field experiences required in regulation.

Section 2

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

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

Regulation states that all candidates shall adhere to the Professional Code of Ethics for Kentucky School Personnel, including **“Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals.”**

Candidates will be asked to verify that the Field Experience Record submitted to the CEHD and EPSB is accurate. **Any candidate found to have falsified information or forged required signatures will not be eligible to student teach and will be cited for academic dishonesty in compliance with University Policy. “Academic Dishonesty”** <http://louisville.edu/online//files/proctored-exam/Proctoring-Student-Code-of-Conduct-Academic-Dishonesty.pdf>

Kentucky Field Experience Tracking System (KFETS)

The Kentucky Field Experience Tracking System (KFETS) is an online application for tracking field experiences of teacher candidates enrolled in a Kentucky teacher preparation program and students who plan to enroll in a teacher preparation program in Kentucky. Candidates in Kentucky are required to complete a minimum of 200 field experience hours prior to student teaching. [16 KAR 5:040](#). *Admission, placement, and supervision in student teaching* provides details about the field experience requirements

The PowerPoints below provide instructions for navigating the KFETS application for candidates and institutions.

KFETS Candidate PowerPoint

<http://www.epsb.ky.gov/mod/page/view.php?id=129>

Please read the information carefully, including the section of *Questions and Answers*. When you finish reading the introductory information, click on each question and the answer will appear. Click on the question when you are finished to hide the text. Be sure you read the directions (Q #2 carefully).

Information on who can assist you is listed in the information provided on the OEDCP homepage.

ECEE Methods Field Experience Reflection

Documenting your field experiences with a “list” of activities or tasks completed is not sufficient. While keeping a record of activities such as tutoring, working with small groups, preparing bulletin boards etc. is important, your reflection on and analysis of these activities promotes a deeper understanding and helps your progress toward meeting the initial level of the Kentucky Teacher Performance Standards and U of L Diversity Standard. This communication will also provide you with an opportunity to ask questions and receive feedback. The following questions may help you as you reflect on your weekly experiences:

- ✓ What images stand out in your mind?
- ✓ What were some approaches you tried this week to help engage the students in the learning process?
- ✓ What management strategies used this week seemed effective? Ineffective?
- ✓ What is some new content knowledge you learned this week through observation or teaching?
- ✓ What did you notice best supported students’ development of concepts?
- ✓ What was the strongest instructional task that you participated in this week? Why was it meaningful to the students’ learning?
- ✓ What would enhance the experience for you in the future?
- ✓ What questions do you have?

Taking the Lead/Solo Teaching Reflection Template

The Taking the Lead/Solo Teaching Reflections is to be completed and discussed with your university supervisor **after each teaching experience in which you have taken the lead for planning, instructing and assessing the lessons for the half day or full day.** This form will replace your weekly reflection to your university supervisor during that timeframe.

Record of Field Experiences

The Record of Field Experience Documentation Form must be completed by you and signed by your mentor teacher and university supervisor each week.

- ✓ Your mentor teacher will verify your attendance and Activities/Tasks completed.
- ✓ Your university supervisor will verify that your Record of Field Experience Documentation Form has been completed and that he/she has received your weekly reflection.

Guidelines for Taking the Lead for Planning, Instruction and Assessment

The CEHD Developmental Teacher Preparation Model is designed to allow you to develop your teaching skills over time. During your methods and student teaching semesters, you will be given opportunities to take on increasing responsibilities as you prepare to step into the role of the classroom teacher. You will schedule days in which you will **take the lead** in planning, instruction and assessment. These *Solo Days* allow you to take over the major responsibilities of your mentor or cooperating teacher for a designated period of time. As you become more proficient in the inclusion of co-teaching strategies, you will understand that taking the lead does not mean your mentor/cooperating teacher will not be involved.

Taking the Lead Requirements:

- Schedule for the half-day, one day or three/five-day solo experience
- Complete the Official Lesson Plan Template: SOLO Days (see below)
- Complete the *Taking the Lead* Reflection Template. This reflection will satisfy the requirement for weekly reflection.

Bachelor Candidates Methods

You will have an opportunity to complete a half-day lead experience and a one-day lead experience in which you take the lead for lesson planning, instruction and assessment. The half-day lead will be completed during the semester in which you are enrolled in Social Studies methods. The one-day lead will be completed during the semester in which you are enrolled in Science methods.

Master Candidates (full time) Methods

In addition to the $\frac{1}{2}$ day, full time MAT candidates will have opportunities to complete a one-day and a two-day solo requirement.

Master Candidates (part time) Methods

As a Master Degree candidate, you will also have an opportunity to take the lead for a $\frac{1}{2}$ day, one-day and two-day experience; however, the requirement will be completed over time depending on the number of methods courses taken. Please note the following:

MAT Taking 1 content methods per semester

MAT - after 2 content methods ($\frac{1}{2}$ day)

MAT - after 3 content methods (1 day)

MAT - after 4 content methods (2 days) Although you may be assigned to the school for only a half day, you will need to schedule the time required to complete the one-day or two-day solo requirement.

MAT Taking 2 content methods per semester

MAT - after 2 content methods ($\frac{1}{2}$ day and 1 day)

MAT - after 4 content methods (2 day) * Although you may be assigned to the school for one day, you will need to schedule the time required to complete the two-day solo requirement.

If placement is in a departmentalized situation, only one lesson plan is required if that lesson is taught to more than one group. However, that should be denoted in the daily schedule. Contextual factors for each class would need to be identified.

Complete the *Taking the Lead* Reflection Template. This reflection will satisfy the requirement for weekly reflection.

Copies of each plan should be provided to your supervisor **prior** to the scheduled day(s), or at least on the day your supervisor is at your school that week, if the week prior is not possible. It is not acceptable to share your plans after you have taught the lessons. **These plans must be shared with your mentor teacher prior to you teaching them as well.**

Official Lesson Plan Template: SOLO Days

This lesson plan template **must** be used for your ONE day, TWO day, and three/ FIVE day SOLO days. Submit these plans to your mentor teacher and University Supervisor at least 24 hours in advance. If one of the lessons is being observed, submit to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template was adapted from the official lesson plan form. Each question below is mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

Name:

Solo Day Date(s):

Data on Students:

Ages/Grades of Students:

Number of Students in Class:

Number of Students having IEP:

Number of Gifted Students:

Number of English Language Learners (ELLs):

Insert daily class schedule here.

Then, insert the following template for each content area taught during the SOLO day experience.

Content:

Time:

1. Learning Target(s)/Objectives (PGES 1C).

List the content area standards and lesson learning target(s)/objective(s)

Standard(s):

Learning target(s)/objective(s):

2. Formative Assessment (PGES 1F).

Describe and include (paste below or attach) the formative assessment(s) to be used to measure student progress during this lesson.

3. Lesson Procedures (PGES 1E). *Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Be sure to use a Workshop Model as your template for the lesson.*

Repeat the above template as needed throughout the Solo Day experience.

Lesson Plan Template without description.

Content:

Time:

4. Learning Target(s)/Objectives (PGES 1C).

Standard(s):

Learning target(s)/objective(s):

5. Formative Assessment (PGES 1F).

(paste below or attach)

6. Lesson Procedures (PGES 1E).

Workshop Model: **(see other frameworks below)**

Warm-up, Mini-lesson, Guided Practice, Independent Practice, Closure Assessment

Workshop Model Frameworks for lesson procedures:

Workshop Model for most content (Mathematics, Social Studies, etc.):

Warm-up, Mini-lesson, Guided Practice, Independent Practice, Closure Assessment

Reading

Before Reading, During Reading, After Reading

Science

Engage, Explore, Explain, Elaborate, Evaluate

Writing

Prewriting, Drafting, Revising, Editing, Publishing

Writing

Connection, Teach, Have a go, Off you go , Wrap up

UL Official Lesson Plan Template Source of Evidence: Lesson Plan

Lesson plan **must** be submitted to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template will be assessed using the Kentucky Teaching Performance Standards U of L Rubric or rubric(s) for other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components.

Name:

Date of Observation:

Data on Students:

Ages/Grades of Students:

Number of Students in Class:

Number of Students having IEP:

Number of Gifted Students:

Number of English Language Learners (ELLs):

Lesson Title:

1. Context: Describe the Students for which this Lesson is Designed (1B)

Identify your students' background, special needs, cultural differences, interests, and language proficiencies.

2 Lesson Learning Targets/Objectives (PGES 1A; 1C)

- a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measureable.
- b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measureable.
- c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measureable.

3. Students' Baseline Knowledge and Skills (PGES 1B, 1F)

Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.

Attach copies of baseline data and all assessments used.

4. Formative/Summative or Summary Assessment(s) (PGES 1F)

Describe and include the formative assessment(s) to be used to measure student progress during this lesson (**for learning**). Describe and include the assessment to be collected and analyzed for next steps instruction. (For the purpose of this template, summative or summary will refer to the assessment of learning **for this lesson**.)

Attach copies of the formative assessments, summative or summary assessment, and student self-assessment to be used.

5. Resources (PGES 1D)

Identify the resources and assistance available to support your instruction and facilitate students' learning. Include the use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitate student learning.

6. Lesson Procedures (PGES 1E)

Describe the sequence of strategies/activities and assessments that will use to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. *Be sure to use a Workshop Model as your template for the lesson.*

- Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students.
- Identify the questions you will use to promote higher order thinking and encourage discussions.

7. Watch For----- (PGES 2 and 3) Identify specific indicators for Standards 3 or 4 (or other professional standards) that you would like specifically observed during this lesson. These standards are mapped to PGES Domain 2- Classroom Environment and PGES Domain 3- Instruction.

Solo Teaching Reflection Template

Name _____ Date _____

What were some approaches you tried to help engage the students in the learning process?

What did you notice that best supported students' development of concepts?

To what extent were you confident that children learned the objectives you presented? Be specific by giving an example from an instructional activity you presented.

What management strategies seemed effective? Ineffective?

What do you feel were the most successful aspects of your teaching?

What action steps do you plan to improve student learning next week? What would you do differently next time?

What could I have done to make your solo teaching go better?

Solo Teaching Reflection Template (continued)

Rank and explain your performance (in your opinion) on the following issues:

1 = Lowest 5 = Highest

a. Management of daily routine _____

Explanation:

b. Management of behavior _____

Explanation:

c. Preparedness at beginning of the day _____

Explanation:

d. Assessment of learning _____

Explanation:

e. Anecdotal record taking _____

Explanation:

f. Keeping up with paper work (grading, notes home, taking care of notes from home, behavior logs, etc. _____

Explanation:

g. Effectiveness (quality of lessons) _____

Explanation:

h. Using non-teaching time effectively _____

Explanation:

i. Usage of multiple resources in planning lessons _____

Explanation:

j. Being attentive to different levels of learners in the classroom _____

Explanation:

Further comments/ reflections:

Reset Log

Record of Field Experiences

(Completion of 200 hours of field experience is required for admission to Student Teaching in accordance with Regulation 16 KAR 5:040)

Candidate Name: _____

Candidate ID #: _____

TOTAL hours listed on page: _____

Course #: _____ Instructor: _____

Supervisor: _____

Semester: _____ Year: _____

A. Classroom Demographics (Check any/all that apply to this page):

- Experiences with at least two different ethnic or cultural groups other than your own
- Experiences with children from different socioeconomic groups
- Experience with English language learners
- Experience with P-12 students with disabilities

Field Experience Activity Types: (Indicate in log below)

- B. Observations in schools and related agencies (i.e., Family Resource Center or Youth Services Center)
- C. Student Tutoring
- D. Interaction with families of students
- E. Attendance at school board and school-based council meeting
- F. Participation in a professional learning community (PLC)
- G. Opportunities to assist teachers or other school professionals
- H. Other

****Must show evidence of each experience above (A-G) before final admission into Student Teaching ****

Date	# of hours	Activity Type (B-H)	Description of Activities Completed	Grade Level of Students	Placement Site	Print name of Mentor Teacher	Mentor Teacher Signature
				<input type="checkbox"/> ELEM. <input type="checkbox"/> MIDDLE <input type="checkbox"/> HIGH <input type="checkbox"/> OTHER/MULTI		Infinite Campus Number:	
				<input type="checkbox"/> ELEM. <input type="checkbox"/> MIDDLE <input type="checkbox"/> HIGH <input type="checkbox"/> OTHER/MULTI		Infinite Campus Number:	
				<input type="checkbox"/> ELEM. <input type="checkbox"/> MIDDLE <input type="checkbox"/> HIGH <input type="checkbox"/> OTHER/MULTI		Infinite Campus Number:	
				<input type="checkbox"/> ELEM. <input type="checkbox"/> MIDDLE <input type="checkbox"/> HIGH <input type="checkbox"/> OTHER/MULTI		Infinite Campus Number:	

IMPORTANT: Sign and date the record to verify the following statements: I verify that I have reported the above hours of field experience to the Education Professional Standards Board within KFETS. I verify that I have participated in all the activities listed above and that the above information is accurate.

SIGNATURE OF TEACHER CANDIDATE

DATE

SIGNATURE OF UNIVERSITY SUPERVISOR
OR COURSE INSTRUCTOR FOR PRE-PROFESSIONAL HOURS

DATE

***** RETAIN A COPY OF EACH FIELD LOG FOR YOUR RECORDS AND LATER SUBMISSION*****

Pre-Professional Field Experiences

EDTP 107: Human Development and Learning

Purpose:

The purpose of this course is to provide an overview and awareness of the developmental issues of humans. The focus will be on the development of school-age children and youth and on those topics and issues of concern to teachers: cognitive development, social-emotional development, motivation, physical development, and individual differences. It also addresses how people learn, and applications and implications for teaching in PreK-12 schools.

Field Experience:

You will spend a total of 15 hours in classroom observations to satisfy the field work requirement for this course. You MUST complete each cycle's hours within the timeframe allowed by the OEDCP. You will spend observation time with children at any of the following levels: pre-school/kindergarten, elementary, and secondary. We will conduct the first observation session together as a class at the Early Learning Campus. For Cycles 1 and 2, you will be assigned to classrooms for observations in the community. Please break up your observations into multiple sessions (e.g., you might break up your observations into 2 three-hour blocks and 1 one-hour block).

EDTP 201: The Teaching Profession

Purpose:

In order for you to understand the teaching profession and make the best possible decision about whether or not to become a teacher, the College of Education and Human Development has arranged for you to see teachers and students in action, to participate in their work, and to think about whether this work is for you. Using a semi-structured protocol, students observe, sketch, outline, and reflect on the activities in real classrooms. The time spent in schools gives you the advantage of knowing what the work of teaching is really like.

Field Experience:

You will spend a total of 18 hours in classroom observations to satisfy the fieldwork requirement for this course. **

**Please note that if you are enrolled in section 01, 03, or 06 you will have one placement (this is elementary) with Global Game Changers. More information will be discussed in class.

Methods Suggested Activities Continuum

The following activities are offered to guide your methods field experience. These activities are developmental and allow you to show initiative, beginning as early as the first day of school for teachers. You should consider this continuum in relationship to your own program. This would mean a Bachelor candidate may have three semesters to move along the continuum where a full-time Masters candidate may have only one semester.

Beginning:

- Find out what you can do when children arrive (e.g. guide them to their seats, pass out documents)
- Volunteer/offer to do things -- or just do them when appropriate!
- Invite students to the morning meeting if this is part of the class routine
- Take children to lunchroom, restrooms, or special area classes
- Listen to a child read or read to a beginning reader
- Read to children at story time; teach children a song or poem during large group meeting
- Select a mathematics' manipulative in the room and ask a child how it is used
- Pull aside a small group of students the teacher selects to review a mathematics concept using a hands-on approach.
- Facilitate when students are working in small groups. It may be that one group needs to have an adult with them at all times; volunteer to assist that group
- Circulate to assist students when working and monitor their progress
- Learn all students' names – week #1!
- Attend team and faculty meetings (as possible)
- Become familiar with the school layout; meet the principal, guidance counselor, office staff, librarian, special education and special area teachers and others
- Take attendance (if applicable)
- Complete the Methods Field Experience Documentation each day you are in the classroom. Secure the signature of your mentor teacher

Developing:

- Teach lessons planned by mentor to small groups
- Lead classroom routines (i.e. morning meeting or calendar, afternoon orientation)
- Teach lessons planned jointly by you and your mentor teacher to whole class
- Teach lessons planned by you to small groups
- Attend and participate in parent/teacher conferences – as appropriate
- Discuss homework and grading policies and procedures used in the classroom and school with your mentor teacher
- Seek out information from special area teachers and special education teachers to support your lessons
- Review an IEP folder to inform your instructional planning and learn adaptations that are necessary/appropriate

Expanding:

- Plan and teach lessons for both small and large groups (i.e. small groups daily, large groups weekly)
- Begin to take over responsibility for a content area (lesson plans and teaching)
- Add a second content area (lesson plans and teaching)
- Solo teach for a half day (required of BS methods the semester preceding student teaching)
- Investigate ways to assess children through anecdotal records
Sample: Ric, independent writing, 9-14-10, wrote 2 sentences in 30 minutes, used conventional spelling except for “with” – spelled “whith”, next step mini-lesson on correct spelling of “with”.
- Review progress toward mid-point portfolio completion
- Attend SBARC-IEP meeting if possible
- Add a third content area if appropriate (plan and teach)
- Add a fourth content area if appropriate (plan and teach)
- Solo teach a full day using your plans and lessons (Expectation for MAT methods)

Culminating:

- Solo teach for two full days using your plans and lessons (Expectation for MAT Methods)
- Complete the Professional Growth Plan in LiveText and discuss it with your supervisor (You will also share it with your student teaching supervisor)
- End of semester review with mentor and supervisor
- Semester prior to student teaching, complete the On-line Dispositions Assessment for Candidates Completing Content Methods. Discuss/compare your assessment with that of your mentor teacher and supervisor

Professional Dispositions

University of Louisville students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers and faculty in field placements and U of L courses through **professional dispositions and behaviors**.

Positive dispositions and behaviors are necessary to continue in the program and to be eligible to student teach. As you progress through the program, you will be assessed through a Dispositions Assessment for Educator Preparation programs in the CEHD.

A Dispositions Assessment for Educator Preparation programs in the CEHD will be completed at the end of each semester by your mentor teacher and your university supervisor. The results this assessment are shared with all parties and data is collected and submitted to the Office of Educator Development and Clinical Practice.

- Professionalism
 - Collaboration
 - Respect for Student Differences
 - Preparation
 - Ethical Teaching Behavior
- Critical Thinking
 - Reflection to Impact Student Learning
 - Accepting and Implementing Feedback
 - Intellectual Curiosity
- Commitment to Teaching
 - Initiative
 - Flexibility
 - Leadership

Here is a link to the website's Disposition Assessment. <http://louisville.edu/education/field-placement/forms/2018/cehd-dispositions-rubric-2018.pdf>

PERFORMANCE ISSUES AND CONCERNS

Issues and concerns related to performance in the university classroom, field and clinical placements and any other capacity related to the program in Teacher Education may arise. A Communication of Concern and Intensive Assistance Plan are two established protocols developed to establish a plan of action and document a process toward resolution.

Communication of Concern

A university professor/instructor, teaching candidate, mentoring/cooperating teacher, university supervisor, or other stakeholders involved in the candidate's progress may initiate a Communication of Concern. A Communication of Concern describes and establishes a date to discuss the concern among the teaching candidate, university professor/instructor, mentoring/cooperating teacher, university supervisor, advisor and/or other interested parties.

A Communication of Concern **will be** issued to a candidate:

- If absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly. Candidates MUST initiate a meeting with the course instructor to determine whether he/she will still be able to pass the course with the acceptable grade required by the program and if the candidate can devote the necessary time to the course. Extenuating situations will be considered on an individual basis. If a candidate were to miss the course an additional time, the course instructor will schedule a meeting with the candidate and the program director to complete a *Communication of Concern*. This may impact a candidate's continuation in the program. This comes from EDTP Attendance Policy

A Communication of Concern **may be** issued to a candidate for:

1. habitual tardies;
2. late assignments;
3. failure to complete assignments within the course/field placement after meeting with your instructor/university supervisor to get clarification and assistance;
4. failure to communicate with the instructor/university supervisor as required;
5. failure to demonstrate adequate academic progress;
6. demonstrating competencies and dispositions that do not meet the criteria for the pre-service teacher program; and
7. other actions at the discretion of the instructor/university supervisor.

Using the Communication of Concern form, the committee members create in writing a plan of action for addressing the concern, including the support that will be provided by each appropriate member and a date by which the plan of action is to be completed. Possible consequences will be specified if the action plan does not lead to the resolution of the concern. The result of the follow-up may also lead to the decision that an Intensive Assistance Plan is needed.

Intensive Assistance Plan (IAP)

An Intensive Assistance Plan is initiated to communicate the serious nature of a concern that raises in question the successful completion of the program. Like a Communication of Concern, an IAP meeting can be scheduled upon the recommendation of the teaching candidate, cooperating teacher, university supervisor, or other stakeholder who feels that intensive assistance is necessary for a candidate's progress.

An IAP Advising Committee follows a series of procedural steps to review the documentation, discuss the resources and intensive assistance needed and specify the behaviors the candidate will need to demonstrate to continue in the program.

Intensive Assistance Plan

It is the goal of the U of L Faculty to do all that is possible to enable students in the program to successfully complete the program. In that spirit, the following plan was designed to:

1. let candidates know when serious concerns have been raised about their likelihood of successfully completing the program;
2. offer intensive assistance to those candidates;
3. document what behaviors candidates will need to demonstrate within a particular time period in order to continue in the program; and
4. document the kinds of resources and assistance that will be made available to the candidate.

Initiation of the Intensive Assistance Plan (IAP) An IAP meeting will be scheduled upon the recommendation of any of the following:

1. The candidate him/herself, should s/he become concerned about progress or lack thereof;
2. Any of the mentor teachers working with the candidate;
3. The principal;
4. The university supervisor working with the candidate; and/or
5. Any of the methods professors/instructors.

Concerns must be documented in order for a meeting to be scheduled. Documentation may include, but is not limited to: candidate assignments, observation forms, performance review, absence/tardy records, informal communications, weekly action plans, working portfolio, etc.

PROCEDURAL STEPS

Step 1

Upon recommendation of one of the above-listed persons and presentation of documentation, the candidate's supervisor will schedule a meeting of the "candidate's advising committee" to discuss the concerns, gather multiple perspectives, and decide if an Intensive Assistance Plan should be implemented. The advisory committee shall consist of the following people:

- University Supervisor
- Mentor teacher(s)
- Candidate's advisor
- Methods professors (one in each of the candidate's teaching disciplines)
- Candidate (only if s/he initiated the recommendation)

Others may be involved depending on the relevance of their input

Step 2

If the Advising Committee feels there is sufficient concern to warrant an IAP, they will meet with the candidate. After considering the candidate's input, if the committee decides to proceed with an IAP, they will notify the candidate in writing.

Step 3

The committee will meet (without the candidate) and indicate in writing:

1. what changes need to occur
2. behavioral indicators of those changes and relevant sources of documentation
3. dates by which change must be demonstrated
4. resources that will be provided to the candidate to facilitate such changes.

All committee members will sign the IAP, indicating their willingness to uphold its requirements and provide assistance as listed in the plan.

Step 4

The candidate's advisor will meet with him/her to explain all elements of the IAP, answer questions, etc. The candidate will be required to sign the IAP, acknowledging understanding that if the conditions are not met, s/he will not be able to continue in the program. The advisor will also secure the signatures of any other people listed in the plan as assistance providers. Copies of the plan, signed by all, will be given to the candidate, everyone on the committee, and those otherwise directly involved in the IAP. A copy will also be placed in the candidate's file.

Step 5

Participants will implement the IAP, documenting all assistance provided, whether it was required by the plan or not. The candidate and involved professionals will collect behavioral indicators as indicated in the IAP (e.g. Teacher Observation Chart, Weekly Action Plans, Performance Reviews, reviews of working portfolio, lesson plans, course assignments, documentation of relevant conversations, etc.).

Step 6

On or soon after the date indicated on the IAP, the candidate's advisory committee will meet to examine all behavioral indicators and documentation, and then decide if the IAP has been satisfactorily completed. If so, they will document progress made and assistance provided and place the plan in the candidate's file. If not, the advisor will schedule a meeting with the candidate to discuss the lack of satisfactory compliance with the plan, his/her termination from the program at this time, and any options for future participation in U of L teacher certification programs.

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL

CERTIFIED PERSONNEL <http://www.epsb.ky.gov/mod/page/view.php?id=55%22>

Code of Ethics

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is 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 revocation or suspension of Kentucky teacher or administrator certification.

Certified 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

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
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;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
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.

To parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the education profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.

Role of the University of Louisville Elementary Supervisor

The role of the U of L supervisor is integral in establishing and sustaining a good U of L/school relationship. University-school collaboration involves a continual sharing of information, perspectives, and initiative, and it is the U of L Supervisor who provides the link in that process. Elementary supervisors' role may vary depending on the candidates' program as well as the particular needs of his/her school. More specifically, the activities of the supervisor in any given year include the following:

1. Supervise U of L methods candidates
 - Lead regular meetings – these may be whole group, small group, and/or with individuals
 - Observe teacher candidates informally
 - Observe teacher candidates' formal lessons
 - Share information from/to U of L as needed with mentor/cooperating teachers, administrators and students
 - Respond to the U of L teacher candidate's Weekly Reflections **or Solo Teaching Reflection**
2. Work with U of L teacher candidates' mentor/cooperating teachers
 - Conduct regular whole group/small group/individual meetings with mentor teachers
 - Conduct individual meetings for assessing the U of L teacher candidates
 - Assess each U of L teacher candidate's dispositions
3. Become familiar with the school's professional development work as appropriate
 - Attend faculty meetings when appropriate
 - Participate in/provide professional development as appropriate*
 - Provide advising information as requested
- *Supervisors may contract with school/district to provide professional development
4. Meet with the school's principal and/or contact person to co-select mentor and cooperating teachers
 - Share decision-making about mentor teachers and other U of L/School related issues

5. Engage in U of L/School meetings and activities

- Participate in events and experiences that will support your work with teacher candidates

Examples are:

- Attend university supervisor meetings
- Attend professional development designed for university supervisors
- Participate in research as part of expectations of a Level 1 Research Institution

Other possibilities

- Suggest resources for mentor teachers
- Facilitate book discussion
- Provide demonstration teaching
- Help with curriculum planning

6. Attend meetings with other supervisors and become familiar with U of L coursework requirements for U of L teacher candidates.

- Collaborate with faculty on program decisions

7. Complete the following assessments:

- Teaching observations; two (2) formal observations required for each methods student
- Teacher Candidate Dispositions Assessment completed at the end of each semester for methods semesters and at mid-semester and end-of-semester for student teaching
- The grade for the methods placement (pass or fail)

Checklist for Mentor Teachers

The Admission, Placement and Supervision in Student Teaching Regulation 16 KAR 5:040 uses “**Cooperating teacher**” to define a teacher who is supervising a student teacher. The U of L College of Education and Human Development (CEHD) uses the term “**Mentor teacher**” for those teachers who supervise candidates completing methods and early professional experiences. We ask mentor/cooperating teacher to collaborate on the following:

- _____ Review school handbook with U of L student (especially accident and injury protocol)
- _____ Orient U of L student to classroom and school:
 - _____ *Daily/weekly schedule*
 - _____ *Expected time of arrival and departure*
 - _____ *Dress Code*
 - _____ *Strategies for grouping students and the grading procedures*
 - _____ *Behavior management procedures (class/team & school level)*
 - _____ *Methods of assessment* (ex. anecdotal notes, checklists, rubrics, learning descriptions, portfolios, open response questions)
 - _____ *Policies*
 - _____ *Curriculum – Core Content Guides, District Curriculum Maps, etc.*
 - _____ *I.E.P.’s & collaborative arrangements*
 - _____ *Discuss professional expectations of the U of L student in your classroom*
- _____ Introduce the U of L student to team, related arts teachers, staff and administrators
- _____ Review and sign the **Record of Field Experience Documentation Form** for each day candidate is present
- _____ Review **Methods Suggested Activities Timeline** with candidate and discuss possibilities for completing activities and tasks
- _____ Meet regularly with University Supervisor
- _____ Collaborate with university supervisor to conduct observations as required by each student’s required courses
- _____ Complete formal observation of student teacher using the CEHD required assessment documents
- _____ Collaborate with university supervisor to complete the **Disposition Assessment**
- _____ Collaborate with University Supervisor to complete a Communication of Concern if the candidate is not ready to student teach or unsatisfactory dispositions
- _____ Collaborate with University Supervisor to complete the **Methods Teaching Field Experience Grading Form and Student Teaching/Advanced Practicum Grading Rubric**

Other Recommended Activities

- _____ Share a child's cumulative folder
- _____ Have brief orientation and Q & A discussion prior to the U of L student teaching lessons written by mentor
- _____ Plan a lesson with the U of L student present, sharing the issues that you consider and explaining your decision-making process. **Especially discuss the lesson introduction and closure!** Then teach this lesson and analyze it with your U of L student. Later have the U of L student complete the same process with you and provide feedback throughout.
- _____ Engage in extended reflective conversations throughout the placement (possible topics: philosophy, behavior management, sharing & discussing professional literature, primary program/intermediate levels, team structure, teaming, integrated instruction, professional development).
- _____ Give the U of L student opportunities and guidance to conference with children through each stage of the writing process, appropriate to your classroom/teams.
- _____ Give the U of L student experiences working with flexible student groupings.
- _____ Help the U of L student learn how to take anecdotal records.
- _____ Assist the U of L student with filling out a report card and/or walk him/her through the process.
- _____ Discuss possible topics/themes for an instructional sequence
- _____ Review completed lesson plans prepared by the U of L student **prior to observation** (how far in advance is at the discretion of the mentor teacher)

Communicate as soon as possible to the supervisor any concerns or issues!

College of Education and Human Development
Elementary Partnership School

Principal Support

The principal can help support pre-service candidates in the following ways...

- _____ Orient the U of L students to the school
- _____ At the beginning of the semester, meet with U of L students and share the demographics and philosophy of your school
- _____ Introduce U of L students to faculty at a faculty
- _____ If possible, conduct a lesson observation each semester and provide feedback to the student
- _____ If requested and warranted, write a letter of recommendation for U of L students
- _____ **Communicate any concerns** you have about the students or program to your **U of L supervisor and the Office of Educator Development and Clinical Practice (OEDCP)**

NOTE:

The Admission, Placement and Supervision in Student Teaching Regulation 16 KAR 5:040 uses “**Cooperating teacher**” to define a teacher who is supervising a student teacher. The U of L College of Education and Human Development (CEHD) uses the term “**Mentor teacher**” for those teachers who supervise candidates completing methods and early professional experiences.

Mentor Teachers are not governed by regulation but should demonstrate those practices that we want new teachers to emulate.