

# Early Childhood and Elementary Education Field Experience Handbook 2011-2012

## 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:  
<http://louisville.edu/education/research/field-placement/>

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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, the Kentucky Teacher Standards and the University of Louisville Diversity Standard. In each phase of the model, teacher 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 Kentucky Standards for content and professional growth, and the CEHD Diversity Standard.

### **Phase 2 (Early Professional Experiences)**

Candidates expand on their content, learning general education concepts and learning theory. Standards that are assessed in this phase are planning, climate, reflection, collaboration, professional growth, and diversity.

### **Phase 3 (Advanced Professional)**

Candidates begin to apply their content and general education knowledge experiences to their specific area of teaching. Courses include content-specific methods. 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 demonstrate action across all Kentucky Teacher Standards. Action moves to advocacy, as candidates focus their experiences on supporting the learning of every student.

## ***Alignment to KY Teaching Standards***

Phase	Standard 1 Applies Content	Standard 2 Plans	Standard 3 Climate	Standard 4 Instruction	Standard 5 Assessment	Standard 6 Technology	Standard 7 Reflection	Standard 8 Collaboration	Standard 9 Professional Growth	Standard 10 Leadership	Standard 11 Diversity
4		Series of Lessons or Unit		Implement & Manage	Formative & Summative						
3		Lessons		Implement	Formative						
2		Lesson		Manage							
1											

## Alignment of Model to Conceptual Framework, Unit Assessments and KY Teaching Standards

### Phase 1: Pre-Professional Experiences (prerequisites or general content courses)

Experiences: Content preparation, writing/speech, etc.

Standards: 1 – (Applied Content), 9 – (Evaluates Teaching), 11 –U of L (Diversity)

CARDS: 1 (Admissions) - Dispositions Assessment, content, diversity

Shaded sections represent the Primary Focus of the Phase

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical content knowledge, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

### Phase 2: Early Professional Experiences (1 or 2 semesters)

Experience: General methods, classroom management, human growth/development

Standards: 2 (Planning), 3 (Learning Climate), 7 (Reflection), 8 (collaboration), 9 (professional growth), 11 –U of L (Diversity)

CARDS: Working toward Cards 2

Shaded sections represent the Primary Focus of the Phase

Conceptual Framework Constructs	Inquiry	Action	Advocacy
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Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical content knowledge, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

## Alignment of Model to Conceptual Framework, Unit Assessments and KY Teaching Standards

### Phase 3: Pre-Clinical Experience (1 or 2 semesters)

Experience: Special Methods and other Specialized Courses. Corresponding Field Experiences are articulated acts of teaching related to the Phase 3 selected standards (not observations or solely opportunistic opportunities)

Standards: 1 (applied content) 2 (planning – series of lessons), 4 (instruction), 5 (assessment), 7 (reflection), 9 (professional growth), and 11 -U of L (Diversity)

CARDS: 2 (UNIT Assessments): Technology, Diversity, Dispositions, Portfolio (1/2)

Shaded sections represent the Primary Focus of the Phase

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical content knowledge, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

### Phase 4: Culminating Experience [capstone and clinical]

Experience: Intensive clinical experience (student teaching or internship)

Standards: All Kentucky Teacher Standards

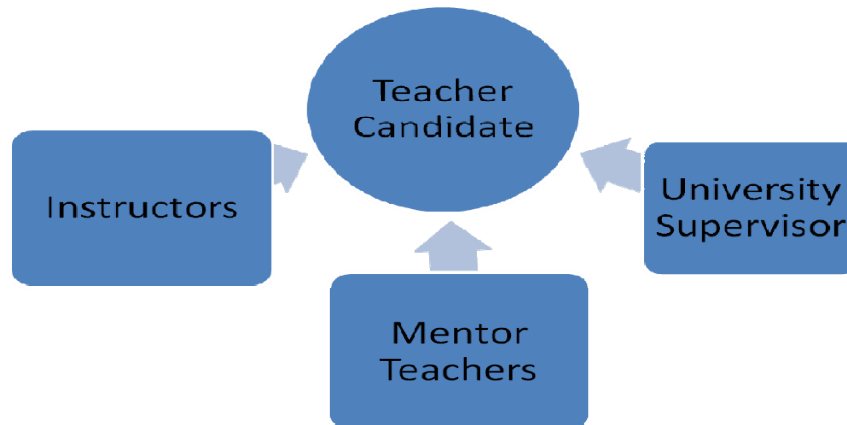
CARDS: 3 (UNIT Assessments): Technology, Diversity, Dispositions, Observation Forms, Unit assessment for Impact on Student Learning, Portfolio

Shaded sections represent the Primary Focus of the Phase

<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
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical content knowledge, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference



## Support Provided for Field Experiences



The CEHD Developmental Teacher Preparation Model allows for your development as you progress through the program. Support for your field experiences is provided by your instructors in your courses, your university supervisor and your mentor teachers in the schools. Additional support is also provided by your advisor, 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 and are shared with your university supervisor and mentor teacher.

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 university supervisor spends one day a week in their assigned partner schools to help you as you develop your teaching skills and complete your required assignments.

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 field work 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 concentration in one of six specific teaching areas: 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
- EDTP 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. A **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 place you with 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.
- **Each** methods course for Early Elementary Education requires **½ day of field work 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 are enrolled in three (3) courses requiring field work, you would schedule one and one half days (1 ½ days) Monday through Thursday.
- Field requirements for **multiple courses** taken in the same semester are completed in the same classroom. \*For candidates seeking a dual certification in **Multiple Severe Disabilities**, you will have a secondary placement for *EDTP 330 Building a Learning Community* and *EDTP 345 Special Populations* in a classroom that serves that population. This placement will provide additional experiences before the practicum.
- **Literacy instruction** in elementary classrooms is almost always the focus of morning lessons. Make sure your class schedule allows for you to complete field work 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.
- All BS methods candidates are placed with a **partner**, allowing for collaboration and peer support.
- 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.
- Active involvement is an expectation. When appropriate, be an active participant in the classroom.

# 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 for EDTP 311 and EDTP 320)

**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, writing instruction, and children's literature. 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]

### 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]

# Bachelor of Science in Early Elementary Education

## Core Professional Courses Field Experience Descriptions

### 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]

### 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]

### EDTP 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, and counselor or principal.

## Bachelor of Science in Early Elementary Education Leading to Certification in Early Elementary Grades P-5 with Concentration in Mathematics, Science, Social Studies, English & Communication, P-12 French or P-12 Spanish

If you are seeking a certification in Early Elementary Grades P-5 with a concentration in mathematics, science, social studies, English & communication or P-12 French or Spanish, you will participate in **field experiences** for the six core professional courses. Additional field experiences **will be required** if you pursue middle school or P-12 certification in your area of concentration. Information regarding the field experience requirements for middle grades will be provided upon enrollment in the course.

- EDTP 330 Building Learning Communities Field Experience
- EDTP 323 Social Studies Methods Field Experience
- EDTP 312 Language Arts Methods Field Experience
- EDTP 326 Science Methods Field Experience
- EDTP 314 Mathematics Methods Field Experience
- EDTP 346 Special Populations in Schools Field Experience



Snapshot of Field Experience: Bachelor of Science in Early Elementary Education Leading to Certification in Early Elementary Grades P-5 with Concentration in Mathematics, Science, Social Studies, English & Communication, P-12 French or P-12 Spanish

EDTP 330 Building a Learning Community Field Experience	½ day a week throughout the semester
EDTP 312 Language Arts Methods Field Experience	½ day a week throughout the semester
EDTP 314 Mathematics Methods Field Experience	½ day a week throughout the semester
EDTP 323 Social Studies Methods Field Experience	½ day a week throughout the semester
EDTP 326 Science Methods Field Experience	½ day a week throughout the semester
EDTP 346 Special Populations in Schools Field Experience	½ day a week throughout the semester

Attached is an **example** of field placements schedule based on a **full-time student beginning the fall semester** for a candidate seeking a certification with an area of concentration. Schedules will differ for candidates who enroll beginning in spring semester, are part time or have additional General Education courses to complete.

### Interdisciplinary Early Childhood Education Birth to Age-5

<b>Bachelor of Science in Early Elementary Education Leading to a Certification in Early Elementary Grades P-5 with a selected concentration</b>	
<p style="text-align: center;"><b>Sample: Semester 1</b></p> <p>Early Elementary Grades P-5 Methods</p> <ul style="list-style-type: none"> <li>• EDTP 330 Building Learning Communities</li> <li>• EDTP 314 Mathematics Methods</li> </ul> <p><b>One placement site</b> in a selected CEHD partner school. Half day field expectation for each course or 1 day each week throughout the semester.</p>	<p style="text-align: center;"><b>Sample: Semester 2</b></p> <p>Early Elementary Grades P-5</p> <ul style="list-style-type: none"> <li>• EDTP 346 Special Populations</li> <li>• EDTP 323 Social Studies Methods</li> <li>• EDTP 326 Science Methods</li> </ul> <p><b>One placement site</b> in a selected CEHD partner school. Half day field expectation for each course or 1 and ½ day each week throughout the semester.</p>
<p style="text-align: center;"><b>Sample: Semester 3</b></p> <p>Early Elementary Grades P-5 Methods</p> <ul style="list-style-type: none"> <li>• EDTP 312/320 Language Arts/Reading Methods</li> </ul> <p>One placement site:</p> <ul style="list-style-type: none"> <li>✓ One placement in an elementary setting for a half day (1/2 ) each week throughout the semester</li> </ul>	<p style="text-align: center;"><b>Sample: Semester 4</b></p> <p>Early Elementary Grades P-5</p> <ul style="list-style-type: none"> <li>• EDTP 450 Student Teaching Elementary Education I</li> <li>• EDTP 452 Student Teaching Elementary Education II</li> </ul> <p>One placement site in a selected CEHD partner school.</p> <ul style="list-style-type: none"> <li>✓ Student teaching for 7/8 weeks in a primary class setting (P-2).</li> <li>✓ Student teaching for 7/8 weeks in an intermediate classroom setting (Grades 3-5).Total 15 weeks.</li> </ul>

## 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**

### 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].

**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:

- **EDTP 438 Literacy and Social Studies in IECE**
- **EDTP 439 Math & Science Methods in IECE**
- **EDTP 433 Curriculum Methods in Early Childhood Special Education**
- **EDTP 485 Developmental Intervention Practicum**

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

### EDTP 438 Literacy and Social Studies Methods in IECE Field Experience

#### **Purpose:**

You will gain experience in teaching literacy and social studies to preschoolers (birth to age 5) through observation and participation in a range of preschool activities. You will have an opportunity to plan, teach and reflect on a literacy lesson and a social studies lesson.

#### **Field Requirement:**

The field requirement is **one half (1/2)** day a week for six weeks. In order to build a relationship with the children you will teach and become familiar with classroom routines, it is important that you spend a substantial block of time in the classroom (3 hours) for a scheduled period (6 weeks). Your placement will be in a **private preschool setting**.


### EDTP 439 Math & Science Methods in IECE Field Experience

#### **Purpose:**

You will gain experience in math and science to preschoolers (birth to age 5) through observation and participation in a range of preschool activities. You will have an opportunity to plan, teach and reflect on mathematics and science lessons.

#### **Field Requirement:**

The field requirement is **one half (1/2)** day a week for six weeks. In order to build a relationship with the children you will teach and become familiar with classroom routines, it is important that you spend a substantial block of time in the classroom (3 hours) for a scheduled period (6 weeks). Your placement will be in an accredited **public preschool setting**.

 **NOTE:** The field requirement for **EDTP 439** will be completed in conjunction with the field requirement for **EDSP 433** if taken in the same semester. Candidates will be complete ½ day a week for 12 weeks in the same public preschool classroom.


### EDTP 433 Curriculum Methods in 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 **one half (1/2)** day a week for six weeks. In order to build a relationship with the children you will teach and become familiar with classroom routines, it is important that you spend a substantial block of time in the classroom (3 hours) for a scheduled period (6 weeks). Your placement will be in an accredited **public preschool setting**.

 **NOTE:** The field requirement for **EDTP 433** will be completed in conjunction with the field requirement for **EDSP 439** if taken in the same semester. Candidates will be complete ½ day a week for 12 weeks in the same public preschool classroom.



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

### EDTP 485 Developmental Intervention Practicum

**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 **36 hours** scheduled throughout the semester with a Developmental Interventionist (DI).



In **Phase 4**, you will demonstrate progress across all Kentucky Teacher Standards. Under the direction of a cooperating teacher with support from your university supervisor, you will focus your experience on supporting the learning of every child.

### EDTP 451 Student Teaching IECE

**Purpose:**

You will engage in a clinical experience in an early childhood/elementary classroom. You will have opportunities to participate in all aspects of teaching including planning, instructing, managing and reflecting.

**Field/Clinical Requirement:**

The field clinical requirement for your IECE certification is **7/8 weeks student teaching**. This experience along with the 7/8 weeks student teaching experience for your Early Elementary certification makes up the required 15 weeks of student teaching. Student teachers follow the same schedule as the cooperating teacher. You will be complete a *Student Teaching Application* which outlines requirements necessary for eligibility to student teach.



### Snapshot of Field Experience: Bachelor of Science in Early Elementary Dual Certification **Interdisciplinary Early Childhood Education Birth to Age-5**

EDTP 436 Theories of Play Field Experience	6 (may be completed during class hours with instructor approval)
EDTP 437 Infant and Toddler Development Field Experience	6 hours
EDTP 438 Literacy and Social Studies in IECE	½ day a week for six weeks (18 hours)
EDTP 439 Math & Science Methods in IECE	½ day a week for six weeks for each course or ½ day a week throughout the semester for combined field placement
EDTP 433 Curriculum Methods in Early Childhood Special Education	
EDTP 485 Developmental Intervention Practicum	36 hours
EDTP 451 Student Teaching IECE	7/8 weeks for IECE 7/8 weeks for Early Elementary Education for a 15 week total

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

### 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 field work 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
- Preschools may require a **current TB test** and or additional background checks (e.g., Child Abuse and Neglect or CAN). You will be notified if your placement site requires these additional measures. TB tests are valid for one year which means your TB test for methods most likely will be valid for student teaching as well. Please keep a copy of your results.
- 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.

Attached is **an example** of field placements based on a **full-time student beginning the fall semester**. Schedules will differ for candidates who enroll beginning in spring semester, are part time or have additional General Education courses to complete.

Bachelor of Science in Early Elementary Education Leading to Dual Certification in Early Elementary Grades P-5 and Interdisciplinary Early Childhood Education (IECE) Birth to Age-5	
<p style="text-align: center;"><b>Sample: Semester 1</b></p> <p>Early Elementary Grades P-5 Methods</p> <ul style="list-style-type: none"> <li>• EDTP 330 Building Learning Communities</li> <li>• EDTP 312/320 Language Arts/Reading Methods</li> <li>• EDTP 314 Mathematics Methods</li> </ul> <p><b>One placement site</b> in a selected CEHD partner school. Half day field expectation for each course or 1 and ½ day each week.</p>	<p style="text-align: center;"><b>Sample: Semester 2</b></p> <p>Early Elementary Grades P-5 &amp; IECE Birth to Age 5</p> <ul style="list-style-type: none"> <li>• EDTP 346 Special Populations</li> <li>• EDTP 323 Social Studies Methods</li> <li>• EDTP 326 Science Methods</li> <li>• EDTP 438 Literacy &amp; Social Studies Methods in IECE</li> </ul> <p><b>Two (2) placement sites.</b></p> <ul style="list-style-type: none"> <li>✓ One placement site in a partner school. Half day field expectation for each course or 1 and ½ day each week.</li> <li>✓ One placement site in a private preschool. The field expectation is 1/2 day a week for six weeks.</li> </ul>
<p style="text-align: center;"><b>Sample: Semester 3</b></p> <p>IECE Birth to Age 5</p> <ul style="list-style-type: none"> <li>• EDTP 439 Math &amp; Science Methods in IECE</li> <li>• EDTP 433 Curriculum Methods in Early Childhood Special Education</li> <li>• EDTP 485 Developmental Intervention Practicum</li> </ul> <p><b>Two (2) placement sites.</b></p> <ul style="list-style-type: none"> <li>✓ One placement in a public preschool setting. Half day field expectation for six weeks or ½ day throughout semester.</li> <li>✓ One placement with a Developmental Intervention. The field expectation is 36 hours scheduled throughout the semester.</li> </ul>	<p style="text-align: center;"><b>Sample: Semester 4</b></p> <p>Early Elementary Grades P-5 &amp; IECE Birth to Age 5</p> <ul style="list-style-type: none"> <li>• EDTP 450 Student Teaching IECE Birth to 5</li> <li>• EDTP 451 Student Teaching Early Elementary P to Grade 5</li> </ul> <p><b>One placement site</b> for two student teaching placements.</p> <ul style="list-style-type: none"> <li>✓ Student teaching for 7/8 weeks in a preschool or kindergarten classroom.</li> <li>✓ Student teaching for 7/8 weeks in an intermediate classroom (Grades 3-5)</li> </ul>

## 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 420 Assessment of Exceptional Learners
- EDSP 441 Instructional Methods and Behavioral Disorders
- EDSP 442 Learning and Behavior Disorders Practicum

### **EDSP 420 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 441 Instructional Methods and Behavior Disorders and EDSP 442 Learning and Behavior Disorders Practicum.

#### **Field Requirement:**

The field requirement for this course is served concurrently with Instructional Methods and LBD Practicum. The combined field requirement is one full day a week for 14 weeks. 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. The combined hours are approximately 90 hours.

### **EDSP 441 Instructional Methods 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.

### **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 student s with learning and behavior disorders

#### **Field Requirement:**

The field requirement for **EDSP 441 Instructional Methods** and **EDSP 442 LBD Practicum** is concurrent with **EDSP 420 Assessment of Exceptional Learners**. The combined field requirement is one full day a week for 14 weeks. You will have two seven week placements. One seven week placement will be in an elementary

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

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. The combined hours are approximately 90 hours.



In **Phase 4**, you will demonstrate progress across all Kentucky Teacher Standards. Under the direction of a certified LBD cooperating teacher with support from your university supervisor, you will focus your experience on supporting the learning of every child.

### 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:**

The field/clinical requirement is for **7/8 weeks student teaching**. This experience along with the 7/8 weeks student teaching experience for your Early Elementary certification makes up the required 15 weeks of student teaching. Student teachers follow the same schedule as the cooperating teacher. You will be complete a *Student Teaching Application* which outlines requirements necessary for eligibility to student teach.



Snapshot of Field Experience: Bachelor of Science in Early Elementary Dual Certification **Learning and Behavior Disorders P-12**

EDSP 420 Assessment of Exceptional Learners	The combined field requirement is <b>one full day a week for 14 weeks</b> . 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.
EDSP 441 Instructional Methods for LBD	
EDSP 442 LBD Practicum	
EDSP 470 Clinical Practicum in Special Education: LBD	<b>The concurrent field hours- 90 hours.</b>  7/8 weeks for LBD 7/8 weeks for Early Elementary Education for a 15 week total

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

### 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 field work 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) seven or eight week student teaching experience to provide evidence that you are ready for this certification. This means that you must prepare rigorously during your methods and practicum semester.
- 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.

Attached is **an example** of field placements based on a **full-time student beginning the fall semester**. Schedules will differ for candidates who enroll beginning in spring semester, are part time or have additional General Education courses to complete.

Bachelor of Science in Early Elementary Education Leading to Dual Certification in Early Elementary Grades P-5 and <b>Learning and Behavior Disorders P-12</b>	
<p style="text-align: center;"><b>Sample: Semester 1</b></p> <p>Early Elementary Grades P-5 Methods</p> <ul style="list-style-type: none"> <li>• EDTP 330 Building Learning Communities</li> <li>• EDTP 312/320 Language Arts/Reading Methods</li> <li>• EDTP 314 Mathematics Methods</li> </ul> <p><b>One placement site</b> in a selected CEHD partner school. Half day field expectation for each course or 1 and ½ day each week.</p>	<p style="text-align: center;"><b>Sample: Semester 2</b></p> <p>Early Elementary Grades P-5 &amp; IECE Birth to Age 5</p> <ul style="list-style-type: none"> <li>• EDTP 346 Special Populations</li> <li>• EDTP 323 Social Studies Methods</li> <li>• EDTP 326 Science Methods</li> </ul> <p><b>One placement site</b> in a selected CEHD partner school. Half day field expectation for each course or 1 and ½ day each week.</p>
<p style="text-align: center;"><b>Sample: Semester 3</b></p> <p>Learning and Behavior Disorders P-12</p> <ul style="list-style-type: none"> <li>• EDSP 420 Assessment of Exceptional Learners</li> <li>• EDSP 441 Instructional Methods and Behavioral Disorders</li> <li>• EDSP 442 Learning and Behavior Disorders Practicum</li> </ul> <p>Two (2) placement sites.</p> <ul style="list-style-type: none"> <li>✓ One placement in an elementary setting for one day for seven (7) weeks.</li> <li>✓ One placement in a middle or high school setting for one day for seven (7) weeks.</li> </ul>	<p style="text-align: center;"><b>Sample: Semester 4</b></p> <p>Early Elementary Grades P-5 &amp; IECE Birth to Age 5</p> <ul style="list-style-type: none"> <li>• EDSP 470 Clinical Practicum in Special Education: LBD</li> <li>• EDTP 451 Student Teaching Early Elementary P to Grade 5</li> </ul> <p>One or two placement sites depending on LBD placement setting as determined by SPED Program Faculty.</p> <ul style="list-style-type: none"> <li>✓ Student teaching for 7/8 weeks with a certified LBD cooperating teacher. This can be in a selected CEHD partner elementary school, a middle school or high school setting.</li> <li>✓ Student teaching for 7/8 weeks in an intermediate classroom (Grades 3-5)</li> </ul>

## 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 420 Assessment of Exceptional Learners
- EDSP 443 Instructional Methods for MSD
- EDSP 444 MDS Practicum

### **EDSP 420 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 MSD and EDSP 444 Moderate and Severe Disabilities (MSD) Practicum.

#### **Field Requirement:**

The field requirement for this course is served concurrently with Instructional Methods and MSD Practicum. 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 **90 hours**. These hours will be completed **on two or three separate days each week** throughout the semester

### **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 multiple and severe 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.

### **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.

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

### Field Requirement:

The field requirement for this course is served concurrently with Instructional Methods and MSD Practicum. 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 **90 hours**. These hours will be completed **on two or three separate days each week** throughout the semester

In **Phase 4**, you will demonstrate progress across all Kentucky Teacher Standards. Under the direction of a certified MSD cooperating teacher with support from your university supervisor, you will focus your experience on supporting the learning of every child.

### EDSP 471 Clinical Practicum/Student Teaching in Special Education: MSD

#### Purpose:

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

#### Field/Clinical Requirement:

The field/clinical requirement is for **7/8 weeks student teaching**. This experience along with the 7/8 weeks student teaching experience for your Early Elementary certification makes up the required 15 weeks of student teaching. Student teachers follow the same schedule as the cooperating teacher. You will be complete a *Student Teaching Application* which outlines requirements necessary for eligibility to student teach.



Snapshot of Field Experience: Bachelor of Science in Early Elementary Dual Certification **for Moderate and Severe Disabilities**

EDSP 420 Assessment of Exceptional Learners	The combined field requirement will be completed in two seven week placements. One placement will be in an elementary setting and one placement will be in either a middle school or high school setting. The combined hours will be completed on two separate days each week throughout the semester.  <b>The concurrent field hours- 90 hours.</b>
EDSP 441 Instructional Methods for MSD	
EDSP 444 Practicum in MSD	
EDSP 471 Clinical Practicum in Special Education: MSD	7/8 weeks for MSD 7/8 weeks for Early Elementary Education for a 15 week total

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

### 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 field work for each certification (Elementary and MSD).**

#### Additional Information:

- Your field experiences specific to your study of supporting children with multiple and severe disabilities is very important. You will have one (1) seven or eight week student teaching experience to provide evidence that you are ready for this certification. This means that you must prepare rigorously during your methods and practicum semester.
- 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.

Attached is **an example** of field placements based on a **full-time student beginning the fall semester**. Schedules will differ for candidates who enroll beginning in spring semester, are part time or have additional General Education courses to complete

Bachelor of Science in Early Elementary Education Leading to Dual Certification in Early Elementary Grades P-5 and <b>Multiple and Severe Disabilities P-12</b>	
<p style="text-align: center;"><b>Sample: Semester 1</b></p> <p>Early Elementary Grades P-5 Methods</p> <ul style="list-style-type: none"> <li>• EDTP 330 Building Learning Communities</li> </ul> <p>One placement site in a setting for experience with student with multiple/severe disabilities (half day -36 hours)</p> <ul style="list-style-type: none"> <li>• EDTP 312/320 Language Arts/Reading Methods</li> <li>• EDTP 314 Mathematics Methods</li> </ul> <p><b>One placement site</b> in a selected CEHD partner school. Half day field expectation for each course or 1 full day.</p>	<p style="text-align: center;"><b>Sample: Semester 2</b></p> <p>Early Elementary Grades P-5 &amp; IECE Birth to Age 5</p> <ul style="list-style-type: none"> <li>• EDTP 346 Special Populations</li> </ul> <p>One placement site in a setting for experience with student with multiple/severe disabilities (half day -36 hours)</p> <ul style="list-style-type: none"> <li>• EDTP 323 Social Studies Methods</li> <li>• EDTP 326 Science Methods</li> </ul> <p><b>One placement site</b> in a selected CEHD partner school. Half day field expectation for each course or 1 day each week.</p>
<p style="text-align: center;"><b>Sample: Semester 3</b></p> <p>Multiple and Severe Disabilities P-12</p> <ul style="list-style-type: none"> <li>• EDSP 420 Assessment of Exceptional Learners</li> <li>• EDSP 443 Instructional Methods for MSD</li> <li>• EDSP 444 Practicum for MSD</li> </ul> <p>Two (2) placement sites.</p> <ul style="list-style-type: none"> <li>✓ One placement in an elementary setting for one day for seven (7) weeks.</li> <li>✓ One placement in a middle or high school setting for one day for seven (7) weeks.</li> </ul>	<p style="text-align: center;"><b>Sample: Semester 4</b></p> <p>Early Elementary Grades P-5 &amp; IECE Birth to Age 5</p> <ul style="list-style-type: none"> <li>• EDSP 471 Clinical Practicum in Special Education: MSD</li> <li>• EDTP 451 Student Teaching Early Elementary P to Grade 5</li> </ul> <p><b>Two placement sites depending on LBD placement setting as determined by SPED Program Faculty.</b></p> <ul style="list-style-type: none"> <li>✓ Student teaching for 7/8 weeks with a certified MSD cooperating teacher. This can be in a selected CEHD partner elementary school, a middle school or high school setting.</li> <li>✓ Student teaching for 7/8 weeks in an intermediate classroom (Grades 3-5)</li> </ul>



# 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 502/602 Exploring Teaching**
- **ECPY 507/607 Learning Theory and Human Growth and Development**

## 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 **15 hours** scheduled with the mentor teacher. Placement sites are selected each semester based on instructor input and site availability.

## ECPY 507/607 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 **10 hours** working one on one with a student one hour a week for a total of 10 weeks. Placement sites are selected each semester based on instructor input and site availability.



**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 603 Language Arts Methods
- EDTP 604 Mathematics Methods
- EDTP 605 Science Methods
- EDTP 606 Social Studies Methods
- EDTP 621 Intensive Field Experience

# Master of Arts in Teaching P-5

## EDSP 545 Exceptional Child in the Regular Classroom

### **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 **15 hours** in a collaborative setting with a regular classroom teacher and/or special education teacher.

## EDTP 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, handwriting 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]

## 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]

## 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).

# Master of Arts in Teaching P-5

## 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 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]



In **Phase 4**, you will demonstrate progress across all Kentucky Teacher Standards during your student teaching experience. Student teaching is 15 weeks.

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.

## Master of Arts in Teaching P-5

### 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 to place you with mentor teacher in these partner schools.
- Once your school placement is confirmed, you will be notified through email to contact your university supervisor to introduce yourself and receive details of your placement (e.g., mentor teacher, grade level).
- **Each** methods course for Early Elementary Education requires **½ day of field work each week throughout the semester** (12-14 weeks). Full time MAT methods candidates enrolled in methods for language arts, mathematics, science and social studies will spend two full days a week in the classroom.
- **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.

# 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:

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

#### **EDTP 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 **six (6) hours**. Placement sites are selected each semester based on instructor input and site availability.

#### **EDTP 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 accredited infant and toddler classroom setting to increase your knowledge and skills to examine your own classroom in the future.

##### **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].

**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:

- **EDTP 630 Building a Learning Communities**
- **EDTP 638 Literacy and Social Studies in IECE**
- **EDTP 639 Math & Science Methods in IECE**
- **EDSP 533 Curriculum Methods in Early Childhood Special Education**
- **EDSP 684 Family Dynamics and Early Interventions in IECE**

# Master of Arts in Teaching

## Interdisciplinary Early Childhood Education Birth to Primary

### Field Experience Expectations

#### EDTP 630 Building Learning Communities

##### **Purpose:**

During your field placement, you will observe classroom procedures and 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 638 Literacy and Social Studies Methods in IECE Field Experience

##### **Purpose:**

You will gain experience in teaching literacy and social studies to preschoolers (birth to age 5) through observation and participation in a range of preschool activities. You will have an opportunity to plan, teach and reflect on a literacy lesson and a social studies lesson.

##### **Field Requirement:**

The field requirement is a half (1/2) day a week for six weeks. In order to build a relationship with the children you will teach and become familiar with classroom routines, it is important that you spend a substantial block of time in the classroom (3 hours) for a scheduled period (6 weeks). Your placement will be in a **private preschool setting**.

#### EDTP 639 Math & Science Methods in IECE Field Experience

##### **Purpose:**

You will gain experience in math and science to preschoolers (birth to age 5) through observation and participation in a range of preschool activities. You will have an opportunity to plan, teach and reflect on mathematics and science lessons.

##### **Field Requirement:**

The field requirement is a half (1/2) day a week for six weeks. In order to build a relationship with the children you will teach and become familiar with classroom routines, it is important that you spend a substantial block of time in the classroom (3 hours) for a scheduled period (6 weeks). Your placement will be in an accredited **public preschool setting**. **NOTE:** The field requirement for **EDTP 639** will be completed in conjunction with the field requirement for **EDSP 533** if taken in **the same semester**. Candidates will be complete ½ day a week for 12 weeks in the same public preschool classroom.

# Master of Arts in Teaching

## Interdisciplinary Early Childhood Education Birth to Primary

### Field Experience Expectations

#### EDSP 533 Curriculum Methods in 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 a half (1/2) day a week for six weeks. In order to build a relationship with the children you will teach and become familiar with classroom routines, it is important that you spend a substantial block of time in the classroom (3 hours) for a scheduled period (6 weeks). Your placement will be in an accredited **public preschool setting**. **NOTE:** The field requirement for **EDTP 533** will be completed in conjunction with the field requirement for **EDSP 639** if taken in the same semester. Candidates will be complete ½ day a week for 12 weeks in the same public preschool classroom.

#### EDTP 684 Family Dynamics and Early Interventions in IECE

**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 **36 hours** scheduled throughout the semester with a Developmental Interventionist (DI).

#### EDTP 683 Early Childhood/Special Education Screening

**Purpose:**

You will work with special needs infants and preschoolers to use screening and assessment for the purpose of planning effective, personalized intervention programs.

**Field Experience:**

Field hours are completed as part of the course requirements (approximately 12-16 hours). The screening is set up at a community organization (e.g., Volunteers of America shelter).

In **Phase 4**, you will demonstrate progress across all Kentucky Teacher Standards. Under the direction of a cooperating teacher with support from your university supervisor, you will focus your experience on supporting the learning of every child.

#### **EDTP 614 Student Teaching (Birth to Primary)**

#### **EDTP 615 Student Teaching (Primary)**

**Purpose:**

You will engage in a clinical experience in two settings-preschool and primary. You will have opportunities to participate in all aspects of teaching including planning, instructing, managing and reflecting.

# Master of Arts in Teaching

## Interdisciplinary Early Childhood Education Birth to Primary

### Field Experience Expectations

**Field/Clinical Requirement:**

The clinical requirement is for **7/8 weeks student teaching** in each setting, totaling 15 weeks. You will be complete a *Student Teaching Application* which outlines requirements necessary for eligibility to student teach.



Snapshot of Field Experience: Master of Arts in Teaching with certification in **Interdisciplinary Early Childhood Education (Birth to Primary)**

EDTP 536 Theories of Play	6 hours completed during regularly scheduled class time
EDTP 537 Infant/ Toddler Development and Care Field Experience	6 hours
EDTP 630 Building Learning Communities	½ day a week each week throughout the semester (36 hrs)
EDTP 638 Literacy and Social Studies in IECE	½ day a week for six weeks (18 hours)
EDTP 639 Mathematics & Science Methods in IECE	½ day a week for six weeks for each course
EDTP 533 Curriculum & Methods in Early Childhood Special Education	½ day a week throughout the semester for combined field placement (36 hours)
EDSP 684 Family Dynamics and Early Interventions in IECE	36 hours scheduled with a DI
EDTP 614 Student Teaching (Birth to Primary)	15 weeks of student teaching
EDTP 615 Student Teaching (Primary)	7/8 weeks in each setting

### 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.
- Preschools may require **a current TB test** and or additional background checks (e.g. Child Abuse and Neglect(CAN)). You will be notified if your placement site requires these additional measures. TB tests are valid for one year which means your TB test for methods most likely will be valid for student teaching as well. Please keep a copy of your results.
- 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.

# Accountability for Field Experiences

## 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** summarizing your activities and reflecting briefly on your field work that week. You will also be asked to complete a **Solo Teaching Reflection** following your solo teaching experiences. Full time MAT candidates have an expectation of a half-day, full day and two-day solo during the methods semester. BS candidates have an expectation of a half-day solo to be eligible to student teach.
- **Methods Field Experience Documentation Form:** A Methods Field Experience Documentation Form is completed each day to capture and verify your activities for the week. A **Suggested Methods Activity Continuum** 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. A calendar will be provided for full-time MAT candidates to guide their methods semester.
- **KTIP Tasks A 1, A 2, B and C :** The **KTIP Tasks** template has been designed to guide your understanding of the Teaching and Learning Context, the Lesson Plan Format and Lesson Analysis and Reflection. Sections of the template may be highlighted and/or tailored by the instructor to focus on targeted standards or to match the constructs of a particular content.
- **Teaching Observation Form (SHORT):** The Teaching Observation Form (SHORT) provides evidence-based feedback on your progress toward meeting the targeted standards as well as suggestions and comments to support your learning. Your methods instructors will designate lessons to be taught and officially observed by your university supervisor and/or your mentor teacher. Your university supervisor and/or mentor will meet with you after the observation to review the Teaching Observation Form (SHORT). (Note: The Teaching Observation Form (SHORT) is based on the **Teaching Observation Form** used during your student teaching experience.) For mathematics lessons, observers will use the **RTOP: Reformed Teaching Observation Protocol**.
- **Professional Dispositions Assessment:** An On-line *Disposition Assessment* for content methods candidates will be completed the **semester before you student teach** by your mentor teacher and your university supervisor. You will also be asked to complete a self-assessment. Candidates in the BS Program will be assessed informally during the early methods semesters. Your university supervisor will meet with you at the end of each semester to discuss your professional dispositions using the Teacher Candidate Disposition Overview.
- **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, and information provided on the *Methods Field Experience Documentation* form. Your evaluation will be considered in light of your progress of the **targeted** Kentucky Teacher 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.

# Professional Code of Ethics for Kentucky School Certified Personnel (By the Education Professional Standards Board of Kentucky)

[16 KAR 1:020](#) RELATES TO: [KRS 161.028](#), [161.040](#), [161.120](#)

STATUTORY AUTHORITY: [KRS 161.028](#), [161.030](#)

**NECESSITY, FUNCTION, AND CONFORMITY:** KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

**Section 1.** 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:

**(a) 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.

**(b) To parents:**

1. Shall make reasonable effort to communicate to parent's 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;

Professional Code of Ethics for Kentucky School Certified Personnel  
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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.

**(c) 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.

**Section 2.** Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

## 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 Teaching 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?

### **The Solo Teaching Reflection Template**

The Solo Teaching Reflections is to be completed and discussed with your mentor teacher **after each solo teaching experience**. This form will replace your weekly reflection to your university supervisor during that timeframe.

### **The Methods Field Experience Documentation Form**

The Methods 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 *Methods Field Experience Documentation* form has been completed and that he/she has received your weekly reflection.

## 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 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:

To be completed each day you are in the classroom

# Methods Field Experience Documentation

Candidate's Name \_\_\_\_\_ University Course(s) \_\_\_\_\_ Semester/Year \_\_\_\_\_

Mentor Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Supervisor \_\_\_\_\_

	<b>Activities/Tasks Completed</b> (e.g., tutored a student, observed, designed a lesson, co-taught, taught, prepared a bulletin board, etc. Reference "Suggested Activities Timeline") <b>PLEASE WRITE LEGIBLY</b>	<b>Reflection            emailed to            Supervisor</b>	<b>Time &amp;            Work            verified by            Mentor</b>	<b>Documentation            &amp; Reflection            reviewed by            Supervisor</b>
<b>Day &amp; Time</b>				

*Copy as Needed*



## Methods Suggested Activities Continuum

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*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 and supervisor.

Methods Suggested Activities Continuum
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***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)

Methods Suggested Activities Continuum
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***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
- \_\_\_\_\_ Portfolio Review (Required before student teaching)
- \_\_\_\_\_ 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

## MAT Methods Students Suggested Calendar Fall 2010

**Each** methods course for Early Elementary Education requires **½ day of field work each week throughout the semester** (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 full time MAT candidates will be placed for **two full days**. Part time candidates will schedule time based on the number of courses for which you are enrolled. For example, if

Event	Date
U of L classes begin	August 22, 2011
Expected start of field experience	Week of August 29-September 2, 2011
Half-day (½) day solo teaching window  <i>Plan, teach, and be responsible for all teaching duties for ½ day (Part-time candidates will teach a lesson for each applicable content area.)</i>	September 12-September 30, 2011
Parent-Teacher Conferences  <i>You are strongly encouraged to attend Parent-Teacher conferences</i>	Check District Calendar
Mid-semester portfolio review	October 3-October 28, 2011
Full-day solo teaching window  <i>Plan, teach, and be responsible for all teaching duties for 1 day (Part-time candidates will teach a lesson for each applicable content area.)</i>	October 10 – November 11, 2011
Two-consecutive-days solo teaching window  <i>Plan, teach, and be responsible for all teaching duties for 2 consecutive days (Part-time candidates will teach two consecutive lessons for each applicable content area.)</i>	November 7- December 2, 2011 <sup>5</sup>
Complete Professional Growth Plan	November 7-November 22, 2011
End of Semester portfolio presentation	November 7-November 22, 2011
End of Semester placement evaluation	November 14-December 2, 2011
Fall field placement ends	December 2, 2011

you are enrolled in two courses requiring field work, you would schedule one (1) day in the classroom.

**Note:** By the end of the semester in which part-time MAT students complete their first two methods courses, they will solo-teach for both a half-a-day and later for a full day.

By the end of the semester in which part-time MAT students complete all four methods courses, they will solo-teach for one full day and later for two consecutive full days.

# Kentucky Teaching Internship Program (KTIP)

## Task A-1: Teaching and Learning Context

Candidate/Intern Name:

Date:

Content Areas:

Grade Level(s):

Number of students in each placement class:

### School Instructional Goals:

In a written narrative, analyze major school instructional goals and assessment data. Work with your mentor teacher, colleagues, or other school personnel to help identify these goals in your roles as classroom teacher.

(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, content literacy plans, and other sources of data e.g., Program Review process being developed.)

Resources/Assistance:

Develop (conduct) an inventory of available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)

Describe how you will utilize resources in this lesson/unit.

### Critical Student Characteristics or Attributes:

a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. In developing your response, you should examine characteristics such as differences in culture, language, and learning styles; differences in developmental levels and achievement levels; and students who may meet eligibility criteria for special considerations\*.

b. Based on the diversities you've described in a above develop a profile for three specific students in your class (es) that you teach during your school day.

**One student struggling to meet lesson objectives or targets:**

**One student meeting lesson objectives or targets:**

**One student exceeding lesson objectives or targets:**

NOTES

\*PSP: Program Service Plan for English Language Learners (ELL)

\*GSSP: Gifted Student Service Plan for students in grades 4-12 formally identified in one or more of the five areas for Gifted and Talented

\*IEP: Individual Education Program for students with disabilities

\*FRL: Free and Reduced Lunch

\*504: Office of Civil Rights Section 504 plan for persons not meeting eligibility for IDEA

## Task A-2: Lesson Plan

### Introduction

Date: Candidate/Intern Name:

# of Students:

Age/Grade Level:

Content Area:

Unit Title:

Lesson Title:

### Lesson Alignment to Unit

Respond to the following items:

- a) Identify essential questions and/or unit objective(s) addressed by this lesson.
- b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.  
No standards added.
- c) Describe students' prior knowledge or focus of the previous learning.
- d) Describe summative assessment(s) for this particular unit and how lessons contribute to the summative assessment.
- e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson. How will you address students' diverse needs in this lesson?
- f) Pre-Assessment: Describe the use of pre-assessment data in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge):

### Objectives, Assessments, and Strategies

Lesson Objectives/Learning Targets	Assessment	Instructional Strategy/Activity
Objective/target:	Assessment description: Assessment Accommodations:	Strategy/Activity: Activity Adaptations: Media/technologies/resources:
Objective/target:	Assessment description: Assessment Accommodations:	Strategy/Activity: Activity Adaptations: Media/technologies/resources:
Objective/target:	Assessment description: Assessment Accommodations:	Strategy/Activity: Activity Adaptations: Media/technologies/resources:
Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)		

## Task B: Demonstrate Teaching Skills During Classroom Observation

Task B:

**Demonstrate teaching skills while teaching the planned lesson to your class.**

- Standard I – Demonstrates Applied Content Knowledge
- Standard III – Creates & Maintains Learning Climate
- Standard IV – Implements & Manages Instruction
- Standard V – Assessment and Communication of Learning Results
- Standard VI – Demonstrates Implementation of Technology

During your observed lesson, you should make a purposeful effort to demonstrate Standards I, III, IV, and VI indicators. Markings on the evaluation instrument by the observer will assess your understanding of each indicator of the Kentucky Teacher Standards

## Task C: Lesson Analysis and Reflection

Candidate/Intern Name:

Date:

NOTE:

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

**1. Explain how you determined the levels of student performance on your objective(s)/learning targets.** Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)

**2. For each lesson objective/learning target, sort the student performance into three categories**

a) Below criteria \_\_\_# of students

b) Meeting criteria \_\_\_# of students

c) Exceeding criteria \_\_\_# of students

## Task C: Lesson Analysis and Reflection

**3. For each category, describe the students' strengths and learning needs.**

- a) Below criteria
  
- b) Meeting criteria
  
- c) Exceeding criteria

**4. Reflect on the following:**

- a) How effective was your instruction based on analysis of student performance identified in number 2 above?
- b) What new professional learning and resources could help you increase your instructional effectiveness?
- c) Describe patterns in student performance. How will these patterns be used in planning and instruction

**5. For each category of students, how will you differentiate instruction?**

- a) Below criteria
  
- b) Meeting criteria
  
- c) Exceeding criteria

**6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).**





# Teaching Observation Form (SHORT)

Based on **KY Teacher Standards (2008)** for use in Phase 3 of the U of L Developmental Teacher Preparation (DTP) Model. Please use this as you observe a lesson and **share with U of L candidate** after the lesson.

U of L Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Lesson Title: \_\_\_\_\_ Content Area/Topic: \_\_\_\_\_ Observer: \_\_\_\_\_

KTIP Indicators with U of L Standard 11: Diversity		<b>Observations</b> <i>Please record <u>evidence</u> based on the candidate's instruction. Evidence can be a specific statement, action, question, or response by the candidate.</i>	<b>Comments/Questions/Suggestions</b>
<b>Standard 1: Applied Content Knowledge</b>	<b>1.1 Communicates concepts, processes and knowledge</b> <ul style="list-style-type: none"> <li>▪ Demonstrates accurate and effective instruction</li> <li>▪ Uses vocabulary that is clear, correct, and appropriate</li> </ul>		
	<b>1.2 Connects content to life experiences of students</b> <ul style="list-style-type: none"> <li>▪ Connects <i>most</i> content</li> <li>▪ Identifies what students will demonstrate as a result of the lesson</li> </ul> <b>[UofL Standard 11.2]</b>		
<b>Standard 3: Learning Climate</b>	<b>3.1 Communicates high expectations</b> <ul style="list-style-type: none"> <li>▪ Sets significant and challenging objectives</li> <li>▪ Communicates confidence in students' ability to achieve objectives</li> </ul>		
	<b>3.2 Establishes a positive learning environment</b> <ul style="list-style-type: none"> <li>▪ Sets clear standards of conduct</li> <li>▪ Shows awareness of student behavior</li> <li>▪ Responds in appropriate and respectful ways</li> </ul> <b>[U of L Standard 11.8]</b>		
<b>Standard 6: Technology</b>	<b>6.2 Uses technology to implement instruction that facilitates student learning</b> <ul style="list-style-type: none"> <li>▪ Uses technology to support instruction</li> <li>▪ Students use technology</li> </ul>		

<b>Standard 4: Implementing and Managing Instruction</b>	<b>4.1 Uses a variety of instructional strategies that engage students in active learning aligned with objectives</b> <ul style="list-style-type: none"> <li>▪ Uses different strategies</li> <li>▪ Strategies focused on objectives</li> </ul> <b>[U of L Standard 11.1]</b>		
	<b>4.2 Implements instruction based on diverse student needs and assessment data</b> <ul style="list-style-type: none"> <li>▪ Bases instruction on needs, data is taken from contextual information</li> <li>▪ Adapts instruction to unanticipated circumstances</li> </ul> <b>[U of L Standard 11.2]</b>		
	<b>4.3 Uses time effectively</b> <ul style="list-style-type: none"> <li>▪ Establishes efficient/effective procedures</li> <li>▪ Guides effective transitions</li> <li>▪ Monitors groups</li> <li>▪ Includes closure</li> </ul>		
	<b>4.5 Implements and manages instruction in ways that facilitate higher order thinking</b> <ul style="list-style-type: none"> <li>▪ Uses tasks and questions that ask students to compare, analyze, synthesize, evaluate, apply</li> </ul>		
<b>Standard 5: Assesses &amp; Communicates Results</b>	<b>5.2 Uses formative assessments</b> <ul style="list-style-type: none"> <li>▪ Assesses all objectives (informally/formally)</li> <li>▪ Uses a variety</li> <li>▪ Monitors and adjusts</li> </ul>		
	<b>5.6 Allows opportunities for student self-assessment</b> <ul style="list-style-type: none"> <li>▪ Uses student self-assessment</li> <li>▪ Uses different strategies for self assessment</li> </ul>		
<b>GOALS</b>	Record 2-3 goals for future planning and teaching (to be completed by the candidate after post conferencing with teacher).		



# Teaching Observation Form (SHORT)

Based on **Kentucky Teacher Internship Program (KTIP)** (2006) for use in Phase 3 of the U of L Developmental Teacher Preparation (DTP) Model. Please use this as you observe a lesson and **share with U of L candidate** after the lesson

**PLEASE BUBBLE IN YOUR RESPONSES TO EACH STATEMENT WITH A NUMBER 2 LEAD PENCIL.**

## Identifying Information

- Candidate's Last Name
- Candidate's First Name

## Gender

<b>1. Candidate's Program</b>	A) Early Childhood	B) Elementary	C) Middle/Secondary	D) Special Education
<b>2. Candidate's Degree</b>	A) MAT	B) Bachelor		

## Rubric for Assessment

	Not Making Progress Toward Standard	Making Progress Toward Standard	Satisfactory Performance on the Standard
<b>3. Standard 1:</b> Consider the extent to which the evidence reveals that the intern's <b>applied content knowledge</b> is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>4. Standard 3:</b> Consider the extent to which the evidence reveals that the <b>learning climate</b> created and maintained by the intern is based on sound pedagogical principles and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>5. Standard 6:</b> Consider the extent to which the evidence reveals that the intern's <b>use of technology</b> is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>6. Standard 4:</b> Consider the extent to which the evidence reveals that the intern's <b>instruction</b> is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>7. Standard 5:</b> Consider the extent to which the evidence reveals that the intern's <b>assessment</b> activities are aligned with the Content Standards, are based on sound pedagogical principles, and address the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>8. OVERALL</b>	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>9. Please categorize yourself</b>	<b>A) Mentor</b>	<b>B) Supervisor</b>	<b>C) Other</b>

# IECE Teaching Observation Form (For Methods)

U of L Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Lesson Title: \_\_\_\_\_ Content Area/Topic: \_\_\_\_\_ Observer: \_\_\_\_\_

Page 1 relates to the candidate's **Lesson Plan**. Pages 2-3 relates to the candidate's **Instruction**.

	Standard Indicators	Observations <i>Please record <u>evidence</u> based on what is included in the lesson plan.</i>	Comments/Questions/Suggestions
<b>Standard I: Designs and Plans Instruction</b>	<b>1.1 Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes</b> <ul style="list-style-type: none"> <li>▪ aligns with program, school, district, state, and/or federal goals</li> </ul>		
	<b>1.2, 1.3 Individualizes curriculum and instruction plans for ALL children</b> <ul style="list-style-type: none"> <li>▪ Plans a variety of strategies</li> <li>▪ Includes strategies and adaptations for range of learners</li> <li>▪ Uses contextual data to design relevant instruction Include activity-based instruction</li> </ul>	<b>STANDARD 1 WILL BE ASSESSED BY THE METHODS INSTRUCTOR</b>	
	<b>1.4 Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments</b>		
	<b>1.5 Includes knowledge and strategies of multiple disciplines</b>		
	<b>1.6 Plans experiences and instruction based on family resources, priorities, and concerns</b>		
	Standard Indicators	Observations <i>Please record <u>evidence</u> based on the candidate's instruction. Evidence can be a specific statement, action, question, or response by the candidate.</i>	Comments/Questions/Suggestions <small>Return to Table of Contents</small>

<b>Standard 2: Creates and Maintains Environment</b>	2.1, 2.3 Creates: Healthy/safe environments aligned with standards		
	2.2, 2.4, 2.5 Creates environments that are: •Individually appropriate; •Activity-based for indoor/outdoor •Culturally responsive		
	2.6 Makes adaptations for children with special needs and disabilities		
	2.7 Uses technology, materials, and media to enhance the learning environment		
	2.8 Facilitates mutual respect among children and adults through cooperative and independent learning activities		
	2.9 Uses appropriate, positive guidance techniques to foster children's self-regulation		
<b>Standard 9: Technology</b>	Uses technology to support/ implement instruction and facilitate student learning ;  Provides opportunities for students to use technology		

<b>Standard 3: Implements Instruction</b>	3.1, 3.2, 3.6 Implements curriculum/instruction that is: •developmentally appropriate; •comprehensive ; •culturally responsive •aligned with standards		
	3.3 Uses a variety of child-initiated and teacher-facilitated activities		<a href="#">Return to Table of Contents</a>

	<b>3.4 Uses instructional strategies that meet individual needs;</b>  <b>Adapts to unanticipated circumstances</b>		
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<b>Standard 4: Assessment</b>	<b>4.1 Uses developmentally appropriate and authentic assessments</b>		
	<b>4.2 Uses multiple modes and methods of assessment</b>		
	<b>4.3 Involves family and or team members in assessment process</b>		

Goals for future lessons:

- 1.
- 2.
- 3.

Teaching Candidate \_\_\_\_\_

Cooperating Teacher/University Supervisor \_\_\_\_\_

Date \_\_\_\_\_

## IECE Teaching Observation Form (For Methods)

• Teacher Candidate's Last Name      \*Teacher Candidate's First Name      \*Gender

<b>1. Candidate's Program</b>	A) Early Childhood	B) Elementary*			
• Bubble B and C if Candidate's Program is 5-12 or P-12					
<b>2. Candidate's Degree</b>	A) MAT	B) Bachelor			

<b>Rubric for Assessment</b>	Not Making Progress Toward Standard	Making Progress Toward Standard	Satisfactory Performance on the Standard
<b>3. Standard 1:</b> Consider the extent to which the evidence reveals that the intern's <b>planning</b> is developmentally appropriate, aligned with the EC Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>4. Standard 2:</b> Consider the extent to which the evidence reveals that the <b>learning climate</b> created and maintained by the intern is based on sound pedagogical principles and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>5. Standard 9:</b> Consider the extent to which the evidence reveals that the intern's <b>use of technology</b> is aligned with the EC Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>6. Standard 3:</b> Consider the extent to which the evidence reveals that the intern's <b>instruction</b> is developmentally appropriate, aligned with the EC Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>7. Standard 4:</b> Consider the extent to which the evidence reveals that the intern's <b>assessment</b> activities are developmentally appropriate, aligned with the EC Standards, are based on sound pedagogical principles, and address the diverse needs and abilities of all students.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>8. Standard 11:</b> Consider the extent to which the evidence reveals that the intern demonstrates <b>an affirmation of and respect for individual and group differences</b> through actions that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, and religious, gender, and socioeconomic groups within the classroom.	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>9. OVERALL</b>	<b>A) 1</b>	<b>B) 2</b>	<b>C) 3</b>
<b>10. Please categorize yourself</b>	<b>A) Cooperating Teacher B) University Supervisor C) Other</b>		

## RTOP: Reformed Teaching Observation Protocol

Teacher Candidate: _____	
Observer: _____	
Grade Level: _____	Date of Observation: _____

### Lesson Plan & Implementation

	Never Occurred			Very Descriptive		
1.) Instructional strategies and activities respected students' prior knowledge and the preconceptions inherent therein.	0	1	2	3	4	
2.) The lesson was designed to engage students as members of a learning community.	0	1	2	3	4	
3.) In this lesson, student exploration preceded formal presentation.	0	1	2	3	4	
4.) This lesson encouraged students to seek and value alternative modes of investigation or of problem solving	0	1	2	3	4	
5.) The focus and direction of the lesson was often determined by ideas originating with students.	0	1	2	3	4	

### Content

		Never Occurred			Very Descriptive		
Propositional	6.) The lesson involved fundamental concepts of the subject.	0	1	2	3	4	
	7.) The lesson promoted strongly coherent conceptual understanding.	0	1	2	3	4	
	8.) The teacher had a solid grasp of the subject matter content inherent in the lesson.	0	1	2	3	4	
	9.) Elements of abstraction (i.e., symbolic						



	representations, theory building) were encouraged where it was important to do so.	0	1	2	3	4
	10.) Connections with other content disciplines and/ or real world phenomena were explored and valued.	0	1	2	3	4
Procedural Knowledge	11.) Students used a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc.) to represent phenomena.	0	1	2	3	4
	12.) Students made predictions, estimations and/or hypotheses and devised means for testing them.	0	1	2	3	4
	13.) Students were actively engaged in thought-provoking activity that often involved the critical assessment of procedures.	0	1	2	3	4
	14.) Students were reflective about their learning.	0	1	2	3	4
	15.) Intellectual rigor, constructive criticism, and the challenging of ideas were valued.	0	1	2	3	4

Classroom Culture

		Never Occurred			Very Descriptive		
Communicative Indicators	16.) Students were involved in the communication of their ideas to others using a variety of means and media.	0	1	2	3	4	
	17.) The teacher's questions triggered divergent modes of thinking.	0	1	2	3	4	
	18.) There was a high proportion of student talk and a significant amount of it occurred between and among students.	0	1	2	3	4	
	19.) Student questions and comments often determined the focus and direction of classroom discourse.	0	1	2	3	4	

	20.) There was a climate of respect for what others had to say.	0	1	2	3	4
Student/ Teacher Relationships	21.) Active participation of students was encouraged and valued.	0	1	2	3	4
	22.) Students were encouraged to generate conjectures, alternative solution strategies, and ways of interpreting evidence.	0	1	2	3	4
	23.) In general the teacher was patient with students.	0	1	2	3	4
	24. The teacher acted as a resource person, working to support and enhance student investigations.	0	1	2	3	4
	25.) The metaphor “teacher as listener” was very characteristic of this classroom.	0	1	2	3	4

Feedback

## 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**.

In addition to proficiencies in knowledge and skills, dispositions are a key element in teacher preparation and performance. The National Council of Accreditation of Teacher Education defines dispositions as

“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.”

<http://ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#P>

Candidates should:

- operationalize the belief that all students can learn;
- demonstrate fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner;
- understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning; and
- apply their knowledge, skills, and professional dispositions in a manner that facilitates student learning.

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 Teacher Candidate Disposition Assessment both **informally** and **formally**.

An On-line *Disposition Assessment* for content methods candidates will be completed the **semester before you student teach** by your mentor teacher and your university supervisor. You will also be asked to complete a self-assessment. The results of the *Dispositions Assessment* are shared with all parties and data is collected and submitted to the Office of Educator Development and Clinical Practice. <https://c1.livetext.com/misk5/formz/public/37891/HxjjNhrDqH>

Candidates in the BS Program will be assessed informally during the early methods semesters. Your university supervisor will meet with you at the end of each semester to discuss your professional dispositions using the Teacher Candidate Disposition Overview.

## Teacher Candidate Dispositions Overview

The candidate ... ↓	↓ Evidence of Disposition ↓
<p><b>1. Develops positive relationships with peers, teachers and others, and works collaboratively with them.</b> [Conceptual Framework: Action]</p>	<ul style="list-style-type: none"> <li>• Introduces self to school faculty and staff</li> <li>• Attends faculty and staff/team/department meetings</li> <li>• Collaborates with school personnel who impact student learning (e.g. special educators, English Language Learner (ELL) teachers, etc)</li> <li>• Plans jointly with cooperating teacher</li> <li>• Evaluates, plans, and discusses ways to improve teaching with others in the field</li> </ul>
<p><b>2. Develops positive relationships with students and families; treats students fairly and equitably.</b> [Conceptual Framework: Advocacy]</p>	<ul style="list-style-type: none"> <li>• Seeks to become acquainted with students as individuals</li> <li>• Interacts in a respectful and supportive way with students and their families</li> <li>• Works equitably to meet students' needs</li> <li>• Provides feedback that creates a positive atmosphere</li> <li>• Encourages all students to participate</li> </ul>
<p><b>3. Respects and affirms students' differences and potential; demonstrates through classroom practice a belief that all students can learn.</b> [Conceptual Framework: Advocacy]</p>	<ul style="list-style-type: none"> <li>• Contributes to meetings about students' needs (as appropriate)</li> <li>• Seeks input from available supporting personnel (e.g. Family Resource Center, Youth Services Center)</li> <li>• Analyzes student work and other data to become informed about individual student strengths and needs</li> <li>• Avoids stereotyping students or groups (e.g. in field placements and/or U of L classes)</li> <li>• Addresses the diverse needs of students (e.g. exceptionalities, multiple intelligences, learning styles, English language learners, and gifted and talented students)</li> </ul>
<p><b>4. Is prompt, prepared, and organized.</b> [Conceptual Framework: Action]</p>	<ul style="list-style-type: none"> <li>• Arrives at school promptly</li> <li>• Is prepared and organized for lessons and responsibilities</li> <li>• Manages time and materials</li> <li>• Follows established school and U of L policies and procedures, including attendance</li> </ul>
<p><b>5. Is dependable; follows through with responsibilities.</b> [Conceptual Framework: Action]</p>	<ul style="list-style-type: none"> <li>• Submits assignments on time (e.g. lesson plans, solo teaching plans, portfolios, U of L assignments)</li> <li>• Follows through with commitments to colleagues and faculty in school and at U of L</li> <li>• Comes to meetings prepared to contribute (e.g. with written ideas and suggestions)</li> <li>• Takes responsibility for meeting program, degree and certification requirements</li> </ul>
<p><b>6. Demonstrates the interpersonal skills necessary to do the daily</b></p>	<ul style="list-style-type: none"> <li>• Engages positively with students</li> <li>• Treats students respectfully (e.g. patient, considerate, attentive, makes eye contact)</li> </ul>

The candidate ... ↓	↓ Evidence of Disposition ↓
<b>work of teaching.</b> <b>[Conceptual Framework: Action]</b>	<ul style="list-style-type: none"> <li>• Talks individually with students when appropriate</li> <li>• Provides constructive feedback to students</li> <li>• Exhibits positive demeanor; avoids gossip in school and university settings</li> </ul>
<b>7. Demonstrates self-direction and self-motivation; can work independently.</b> <b>[Conceptual Framework: Action]</b>	<ul style="list-style-type: none"> <li>• Follows instructions independently</li> <li>• Shows desire to learn and teach</li> <li>• Demonstrates flexibility (e.g. responds positively to unexpected changes)</li> <li>• Demonstrates self-confidence</li> </ul>
<b>8. Demonstrates initiative and/or leadership.</b> <b>[Conceptual Framework: Advocacy]</b>	<ul style="list-style-type: none"> <li>• Seeks opportunities to learn about and implement new activities</li> <li>• Asks for greater responsibility in implementing classroom activities</li> <li>• Takes initiative in the classroom (e.g., assists without being asked)</li> <li>• Volunteers for school functions</li> <li>• Assumes leadership roles</li> </ul>
<b>9. Seeks and considers new information, strategies, and perspectives; demonstrates intellectual curiosity.</b> <b>[Conceptual Framework: Inquiry]</b>	<ul style="list-style-type: none"> <li>• Attends activities/workshops or other meetings to hear various perspectives</li> <li>• Asks questions and contributes positively</li> <li>• Tries new strategies in the classroom when given the opportunity</li> <li>• Considers perspectives different from his/her own</li> <li>• Explores resources (e.g. professional libraries, educational journals, books, Internet)</li> </ul>
<b>10. Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes.</b> <b>[Conceptual Framework: Inquiry]</b>	<ul style="list-style-type: none"> <li>• Identifies personal strengths and weaknesses</li> <li>• Demonstrates deliberate and consistent effort toward improvement</li> <li>• Reflects with cooperating teacher/university supervisor/university professor on lesson planning and execution, and/or other classroom activities</li> <li>• Makes appropriate changes</li> </ul>
<b>11. Seeks and accepts feedback; makes necessary changes.</b> <b>[Conceptual Framework: Inquiry]</b>	<ul style="list-style-type: none"> <li>• Asks for and implements suggestions and/or advice from cooperating teacher, liaison/university supervisor and/or U of L faculty</li> <li>• Accepts constructive criticism with a positive attitude (without becoming defensive)</li> <li>• Exhibits needed changes</li> </ul>
<b>12. Projects a professional image in dress and behavior.</b> <b>[Conceptual Framework: Action]</b>	<ul style="list-style-type: none"> <li>• Maintains professional appearance for an adult teaching in school</li> <li>• Follows safety policy and procedural rules of the school</li> <li>• Represents the school professionally during school hours, during school events and in the wider community</li> <li>• Demonstrates ethical behavior towards teaching and the teaching profession</li> <li>• Demonstrates standard English in oral and written communication</li> </ul>

# Methods Teaching Field Experience Grading Form

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_

Placement: \_\_\_\_\_ Level: \_\_\_\_\_ Mentor: \_\_\_\_\_

**Students will receive a Pass/Fail grade for their field placement during the Methods Semester(s). (Please note that completing the field experience with a grade of PASS is necessary in order to be approved for student teaching.)** This grade will be based on careful evaluation of all pertinent data, including: teaching observations by the mentor teacher(s), observations made by supervisor, dispositions assessments made by supervisor and mentor teachers, and the *Methods Field Experience Documentation* or *Content Methods Field Log*. These will be considered in light of the targeted Kentucky Teacher Standards and U of L Diversity Standard. The descriptors will be determined by what evaluators (mentor teacher(s), supervisor) believe students should have accomplished with respect to their point in the program (not as if they were student or certified teachers). Supervisor and/or mentor teacher(s) will share evaluations with the candidate. Please cite supportive evidence demonstrated by the student for each Kentucky Teacher Standard. This may be at the awareness or implementation level. Most descriptors for each Teacher Standard should be observed.

## 1. DEMONSTRATES APPLIED CONTENT KNOWLEDGE

- Communicates concepts, processes, knowledge; uses appropriate instructional strategies Not making progress toward standard \_\_\_\_\_
- Connects content to lives of students Making progress toward standard \_\_\_\_\_
- Identifies and addresses student misconceptions Satisfactory performance on standard \_\_\_\_\_

### EVIDENCE:

## 3. CREATES/MAINTAINS LEARNING CLIMATE

- Communicates confidence in students' ability to meet challenging objectives Not making progress toward standard \_\_\_\_\_
- Establishes clear standards of conduct, responds to all students with respect and concern Making progress toward standard \_\_\_\_\_
- Uses strategies/methods to support diversity addresses individual needs Satisfactory performance on standard \_\_\_\_\_
- Creates classroom that is emotionally and physically safe

### EVIDENCE:

## 4. IMPLEMENTS/MANAGES INSTRUCTION

- Uses a variety of instructional strategies, engages students throughout the lesson Not making progress toward standard \_\_\_\_\_
- Implements instructions based on content information and assessment data Making progress toward standard \_\_\_\_\_
- Establishes efficient procedures for performing Satisfactory performance on standard \_\_\_\_\_
- Uses classroom space and materials effectively; promotes higher-order thinking

### EVIDENCE:

**5. ASSESSES/COMMUNICATES LEARNING RESULTS**

- Uses pre-assessments; uses formative assessments to guide instruction Not making progress toward standard \_\_\_\_\_
- Uses variety of summative assessments to measure achievement Making progress toward standard \_\_\_\_\_
- Describes, analyzes, evaluates student performance to determine progress Satisfactory performance on standard \_\_\_\_\_
- Promotes student self-assessment of learning

**EVIDENCE:**

**6. IMPLEMENTS TECHNOLOGY**

- Uses technology to design and plan instruction Not making progress toward standard \_\_\_\_\_
- Uses technology to implement instruction
- Integrates student use of technology into instruction Making progress toward standard \_\_\_\_\_
- Ensures personal and student use of technology Satisfactory performance on standard \_\_\_\_\_

**EVIDENCE:**

**7. REFLECTS ON AND EVALUATES TEACHING/LEARNING**

- Reflects on and accurately evaluates student learning Not making progress toward standard \_\_\_\_\_
- Reflects on and accurately evaluates own instruction Making progress toward standard \_\_\_\_\_
- Identifies areas for professional growth using appropriate data Satisfactory performance on standard \_\_\_\_\_

**EVIDENCE:**

**8. COLLABORATES WITH COLLEAGUES/PARTNER/OTHERS**

- Identifies students who would benefit by learning via collaboration Not making progress toward standard \_\_\_\_\_
- Designs and implements plan for collaborative learning Making progress toward standard \_\_\_\_\_
- Analyzes student learning data & identifies next steps Satisfactory performance on standard \_\_\_\_\_

**EVIDENCE:**

**11. UNDERSTANDS THE COMPLEX LIVES OF STUDENTS AND ADULTS IN SCHOOLS AND SOCIETY**

- Instructional and assessment materials affirm differences and groups honestly Not making progress toward standard \_\_\_\_\_
- Curriculum experiences and resources offer a variety of materials on the histories, experiences, and culture of diverse groups Making progress toward standard \_\_\_\_\_
- Respects dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups Satisfactory performance on standard \_\_\_\_\_

**EVIDENCE:**

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

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Mentor Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## Performance Issues and Concerns

Issues and concerns related to performance in field and clinical placements 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 *Communication of Concern* can be initiated by a candidate, mentor teacher, university supervisor, or other stakeholders involved in the candidate's progress. A *Communication of Concern* describes and establishes a date to discuss the concern among the student teaching candidate, cooperating teacher, university supervisor, professor, advisor and other interested parties.

The parties create in writing a plan of action for addressing the concern, including the support that will be provided by each appropriate party 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 candidate, mentor 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.



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

**U of L Candidate:** \_\_\_\_\_ **Cooperating Teacher:** \_\_\_\_\_

**University Supervisor/Liaison:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**I. Person identifying concern (please check all that apply):**

University Supervisor: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Candidate: \_\_\_\_\_ Advisor: \_\_\_\_\_ Professor: \_\_\_\_\_

**II. Description of concern:** \_\_\_ Dispositions \_\_\_ Course work \_\_\_ Fieldwork \_\_\_ Other

**Description of concern:**

**III. Date/time of meeting to discuss concern:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**IV. Name of those attending:**

- 1.
- 2.
- 3.
- 4.
- 5.

**V. Response to concern by:**

Candidate:

Cooperating Teacher:

University Supervisor/Liaison:

Other:

**VI. Plan of action for a resolution of concern and date for completion**

By \_\_\_\_\_ date, the candidate will:

By \_\_\_\_\_ date, the \_\_\_ Cooperating Teacher/\_\_\_ Univ. Supervisor will:

By \_\_\_\_\_ date, the \_\_\_ Advisor/\_\_\_ Other will:

**VII. Follow-up is expected of (please check all that apply):**

Candidate: \_\_\_ Cooperating Teacher: \_\_\_ University Supervisor/Liaison: \_\_\_ Other: \_\_\_

**Description of follow-up:**

**Result of follow-up:**

**VIII. Needs for an Intensive Assistance Plan: \_\_\_ Yes \_\_\_ No If yes, explain:**

\_\_\_\_\_  
*Candidate Cooperating Teacher University Supervisor Other*

*Copies to:*

\_\_\_Candidate \_\_\_ Advisor \_\_\_ Department Chair \_\_\_ EAC \_\_\_ Initiator of concern \_\_\_ Others involved:

## 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:

- a. let candidates know when serious concerns have been raised about their likelihood of successfully completing the program;
- b. offer intensive assistance to those candidates;
- c. document what behaviors candidates will need to demonstrate within a particular time period in order to continue in the program; and
- d. 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 liaison working with the candidate;
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 liaison 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 Liaison
- 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.

## Field Placement Requirements – Fall 2011 and Spring 2012

MAT Methods Students		BS Methods Students		MAT Student Teachers		BS Student Teachers	
Methods Field Description Documentation Weekly Reflections (electronic)				Weekly Reflections and Solo Teaching Forms			
Methods Suggested Activities Timeline				Student Teaching Calendar Outlining Requirements			
Solo Teach 1/2-day, 1-day, 2 day Weekly Reflection		Solo Teach ½ day TBD Weekly Reflection		Solo teach 1-day, 2-day, 5-day & solo reflections in each placement			
Mentor observations as required by each student's courses using Teaching Observation Form (Short)				One (1) required cooperating teacher formal observations per placement-Total of 2 Teaching Observation Form, Summary (scantron) Post-observation Conference			
University Supervisor observations as required by each student's courses using Teaching Observation Form (Short)				Two (2) required cooperating teacher formal observations per placement-Total of 4 Teaching Observation Form, Summary (scantron) Post-observation Conference			
On-line Disposition Assessment for Candidates Completing Content Methods completed by candidate, mentor and supervisor at end of semester before student teaching <a href="http://louisville.edu/education/research/field-placement/">http://louisville.edu/education/research/field-placement/</a> Informal Dispositions Assessment at end of each methods semester reviewed with candidate				On-line Student Teacher Candidate Disposition Assessment completed by candidate, mentor and supervisor at the end of each placement (mid-point and end of semester) <a href="http://louisville.edu/education/research/field-placement/">http://louisville.edu/education/research/field-placement/</a>			
Methods Teaching Field Experience Grading Form				Student Teaching Grading Rubric (end of each placement)			
Portfolio Review at mid-semester and end of semester by supervisor		Portfolio Review prior to student teaching by U of L Advisor		Portfolio Review mid-semester and end of semester by university supervisor		Portfolio Review mid-semester and end of semester by designated reviewer	
Not applicable		Not applicable		Standards-based Unit reviewed by university supervisor		Standards-based Unit reviewed by Capstone Seminar instructor	
Follow U of L's calendar for breaks				Follow public school's calendar for breaks			
Students attend ½ day each week for each methods course. One excused absence per semester (e.g., illness, emergency). Make up all others				Students attend 5 days each week. One excused absence per semester (e.g., illness, emergency). One absence for professional development and one absence for employment opportunities. All other absences must be made up.			
Professional Growth Plan – <b>end of last methods placement</b> – reviewed by supervisor				Review Professional Growth Plan (written during last methods placement) with supervisor & cooperating teacher			
				Principal/Supervisor Mock Interview (end of semester) -- recommended			

## Role of the University of Louisville Elementary Supervisor

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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 (duties specific to MAT candidates are **BOLDED**)
  - Lead regular meetings – these may be whole group, small group, and/or with individuals
  - Observe teacher candidates' lessons (at least 2 per placement; more as needed)
  - Share information from/to U of L as needed
  - React to the U of L teacher candidate's Weekly Reflections **or Solo Teaching Reflection (consider doing this electronically)**
  - **Instruct, assist and assess each U of L teacher candidate's portfolio**
  - **Instruct, assist and assess each U of L student teacher's standards-based sequence of lessons**
  - **Review each U of L methods students' Professional Growth Plan at the end of his/her semester just prior to student teaching**
  
2. Work with U of L teacher candidates' cooperating teachers
  - Conduct regular whole group/small group/individual meetings with mentor teachers
  - Conduct individual meetings for assessing the U of L teacher candidates
  - Share information from/to U of L as needed
  - Assess each U of L teacher candidate's dispositions
  
3. **Review each teacher candidate's portfolio**
  
4. Participate in 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
  
5. Meet with the school's principal on a regular basis
  - Conduct mock interviews of U of L teacher candidates during the student teaching semester
  - Share decision-making about cooperating teachers and other U of L/School related issues
  - Request that the principal provide a "teacher's plan book" for each U of L teacher candidate

## Role of the University of Louisville Elementary Supervisor

6. 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 workshops on topics of your expertise
    - Provide demonstration teaching
    - Help with curriculum planning
  
7. 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
  
8. Turn in the following items (due at mid-term and/or the completion of each semester):
  - Teaching observations; four (4) formal observations required for each **student teacher**
  - On-line Teacher Candidate Dispositions Assessment completed the methods semester before student teaching and at mid-semester and end-of-semester for student teaching
  - **The mid-semester and end-of-semester Portfolio Scoring Sheets – via LiveText**
  - The grade for the methods placement (pass or fail)
  - The Student Teaching Grading Rubric which indicates the grade for each student teacher's primary level placement and the grade for the student teacher's intermediate level placement. Candidates need to sign Grading Rubric
  - Complete and questionnaires, surveys or other documentation as needed

# Checklist for Elementary University Supervisor

- \_\_\_\_\_ Meet regularly with mentor teachers; these meetings will provide needed support for the candidates. Discuss each candidate's development over time
- \_\_\_\_\_ Meet regularly with the U of L teacher candidates. Discuss development over time
- \_\_\_\_\_ (Recommendation) Meet at least once per month with the principal
- \_\_\_\_\_ Review Methods Field Experience Documentation form and acknowledge weekly reflections
- \_\_\_\_\_ Conduct at least **2** observations of each candidate during each placement. Vary subject areas.
- \_\_\_\_\_ Discuss progress on Methods Suggested Activities
- \_\_\_\_\_ Complete On-line Teacher Disposition Assessment for Candidates Completing Content Methods <http://louisville.edu/education/research/field-placement/> in collaboration with mentor teacher, and discuss with U of L's teacher candidate at end-of-semester
- \_\_\_\_\_ **For MAT candidates only**, review Professional Growth Plan
- \_\_\_\_\_ **For MAT candidates only**, provide assistance in creating and developing portfolios

## Methods

Turn in the following items at the end of each semester:

- At least 2 Teaching Observation Form (Short) and Summary (scantron) for each U of L methods student
- Each end-of-placement Methods Teaching Filed Experience Grade Form
- The mid-semester and end-of-semester Portfolio Review Form

## Student Teaching

- \_\_\_\_\_ Review and comment on Weekly Reflections and **Solo Reflections**
- \_\_\_\_\_ **For MAT candidates only**, provide assistance in creating and developing Standards-Based Unit of Study (SBUS) sequence of lessons
- \_\_\_\_\_ Complete On-line Teacher Candidate Disposition Assessment <http://louisville.edu/education/research/field-placement/> in collaboration with mentor teacher, and discuss with student teacher candidate – mid-semester and end-of-semester
- \_\_\_\_\_ Complete Student Teaching Grading Rubric in collaboration with mentor teacher, and **discuss** with student teacher candidate – mid-semester and end-of-semester. The candidate must sign the Grading Form.

Turn in the following items at mid-term and/or completion of student teaching:

- Complete Teaching Observation Form for a total of four (4) scheduled observations (2 per placement) and Summary of Observation on scan form for each of the four required observations
- Student Teaching Grading Rubric
- Portfolio Review Form

- \_\_\_\_\_ Attend and participate in all university supervisor's meetings
- \_\_\_\_\_ Attend and participate in professional development
- \_\_\_\_\_ Participate in research studies as expected in a Level 1 Research Institution (this includes completing questionnaires, surveys, interviews and other evidence gathering activities)



# Checklist for Mentor Teachers

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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.

- \_\_\_\_\_ Review and sign the **Methods 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
  
- \_\_\_\_\_ Conduct observations as required by each student’s required courses (2 per semester) and complete a **Teaching Observation Form (Short)**
  
- \_\_\_\_\_ Complete **On-line Disposition Assessment for Candidates Completing Content Methods** if your candidate is in the last methods semester before student teaching
  
- \_\_\_\_\_ Collaborate with University Supervisor for an informal evaluation if the candidate is not ready to student teach.
  
- \_\_\_\_\_ Collaborate with University Supervisor to complete the **Methods Teaching Field Experience Grading Form**
  
- \_\_\_\_\_ Meet regularly with University Supervisor
  
- \_\_\_\_\_ 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, CATS rubrics, 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

## 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. **Epecially 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 units of instruction.
- \_\_\_\_\_ 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 meeting (NOTE: full time MAT methods students will have class at 4:30 Monday through Thursday. This schedule makes it difficult to participate in afterschool activities)
- \_\_\_\_\_ Supply U of L students with school handbook and **student teachers** with a plan book and if appropriate a grade book
- \_\_\_\_\_ 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
- \_\_\_\_\_ With the university supervisor, conduct a mock job interview for each Uof L student teacher
- \_\_\_\_\_ **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.

**Cooperating Teachers** must have a Masters/Rank II or higher with three years experience and have taught in the district the previous year.

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

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