V8.0 1/20/2019

FIELD EXPERIENCE ACTIVITIES AND ASSIGNMENTS: DOCUMENTATION AND POLICIES

UNIVERSITY OF KENTUCKY INITIAL EDUCATOR PREPARATION PROGRAMS

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Purpose for this Field Experience Activities and Assignments Policy Document

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The intent of this document is to provide educator preparation candidates with guidance in completion of the field experiences that are a part of every UK educator preparation program. The University of Kentucky Educator Preparation Program Faculties believe that a strong clinically based educator preparation program is the best way to prepare teachers for today's P12 schools. The materials identified in this policy document demonstrate the care and planning which has gone into making sure that the field experience activities and assignments which are a part of every professional education course are pertinent, challenging, and effective in immersing the candidate in the world of the P12 schools and their associated communities.

The Kentucky EPSB Regulation 16 KAR 5:040 (Section 3) requires that each teacher education candidate must complete a minimum of 200 clock hours of field experience in a variety of primary through grade 12 (P-12) school settings prior to admission to Student Teaching.

It is UK Unit policy that all Field Experience Assignments and activities must take place within the context of a professional (or pre-professional) education course. Field Experience activities that take

place outside of the confines of an academic course cannot be counted towards the 200-hour field experience requirement for placement in student teaching.

The University of Kentucky Professional Education Unit maintains electronic records of all candidates' field experience activities using its assessment data management system. This assessment data management system confirms that all candidates enrolled in student teaching have fulfilled the field experience hours requirement as specified in 16 KAR 5:040. The courses, field experience activities, assignments, and procedures described in this policy document ensure that each candidate is able to demonstrate compliance with the field experience-hour requirement.

Diversity of Sites Across all P12 Levels in the Required 200 Hours

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The Field Experience Activities and Assignments described in this workbook will be in diverse, approved settings at the elementary, middle, and secondary levels, and will be apportioned over the following categories of activities and skills:

Field Experience Categories for the Required 200 Hours

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Field Experience Category 1: Observe instruction in school and non-school environments including Family Resource Centers or Youth Service Centers. (EPSB Category B)

Field Experience Category 2: Participate with and assist a teacher or instructor carrying out educational activities in public school and other school-like settings. (EPSB Category G)

Field Experience Category 3: Work with individuals (tutoring), small groups, or large groups of students in educational activities. (EPSB Category C)

Field Experience Category 4: In consultation with a teacher or instructor, plan, implement, and assess instruction. (The extent of the activity will be determined by the course objectives as indicated in the syllabus.) (EPSB Category C)

Field Experience Category 5: Observe school board and site-based council meetings (EPSB Category E)

Field Experience Category 6: Participate in Professional Learning Community with Teachers and Professional Development Activities in a school or school district. (EPSB Category F)

Field Experience Category 7: Engage families and community through school-based or non-school based organizations such as the PTA, family resource center, YMCA, etc. (EPSB Category D)

Learner Characteristics Parameters for Focusing the Required 200 Hours

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The Field Experience Activities and Assignments developed by each UK Educator Preparation Program Faculty will provide candidates the opportunity to focus attention on the characteristics of learners. In each of the field experience assignments, candidates will develop skill in recognizing and attending to the following learner parameters:

Learner Parameter 1: English language learners
Learner Parameter 2: Learners with special needs or disabilities
Learner Parameter 3: Ethnic groupings (in particular candidates must be alert for becoming familiar with at least two ethnic groupings other than one's own.)
Learner Parameter 4: Gender groupings
Learner Parameter 5: Socio economic groupings

Accountability in UK's Clinical Field Experience Assignments

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The Educator Preparation Program Faculties will take the responsibility for the following:

1. Develop and maintain the set of field experience activities and assignments associated with each of the professional and pre-professional education courses that make up the candidate's program and describe these activities and assignments in a Field Experience Activities and Assignments Workbook or other descriptive document.
2. Develop courses and Field Experience Activities and Assignments in such a way that completion of the courses and assignments will permit the candidates to fulfill the EPSB 200-hour rule as specified in 16 KAR 5:040.
3. Maintain the list of approved sites within which candidates will be permitted to complete their field experience activities and assignments.
4. Aid the candidates in maintaining records of the activities and assignments and field experience hours that they have completed in the UK College of Education assessment data management system.
5. Regularly use the UK College of Education assessment data management system to review the candidates' progress through the required field experience activities and assignments.

The Educator Preparation Program Candidates will have the responsibility for the following:

1. Maintain an active UK College of Education assessment data management system account and use the account to record and report Field Experience Activities and Assignments.
2. Complete all required Field Experience Assignments as specified for each professional education course and described in the program's Field Experience Activities and Assignments Workbook or other descriptive document.
3. Complete a Field Experience Journal Entry in the UK College of Education assessment data management system.

Required Fields in a Field Experience Journal Entry

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Candidates will keep a record of each field experience. The record will include an accounting for each of the following fields which are included in the Field Experience Tracking module in the UK College of Education assessment data management system.

Course Prefix and Course Number:

County of Educational Site

District Name (public school sites only)

Name of Educational Site

Name of site teacher/liaison

Date of Field Experience

Time of Field Experience From: To:

Grade Level or Age of Students:

The number of hours spent in each type of field experience category

Were there English Language Learners? ___ y ___ n

Were there Learners with Special Needs? ___ y ___ n

Were there members of an Ethnic / Socio Cultural Group different than yours? ___ y ___ n

Candidate's comments about the Learner Characteristics Observed in this Experience (as directed by course instructor)

Reflective Comments by Candidate Following the Individual Field Experience (as directed by course instructor)

The Candidate Last Name, Candidate First Name, Candidate UK Link Blue ID and Candidate EPSB Identifier are linked to the student profile.

Use of the UK College of Education assessment data management system for Recording Field Experience Journal Entries

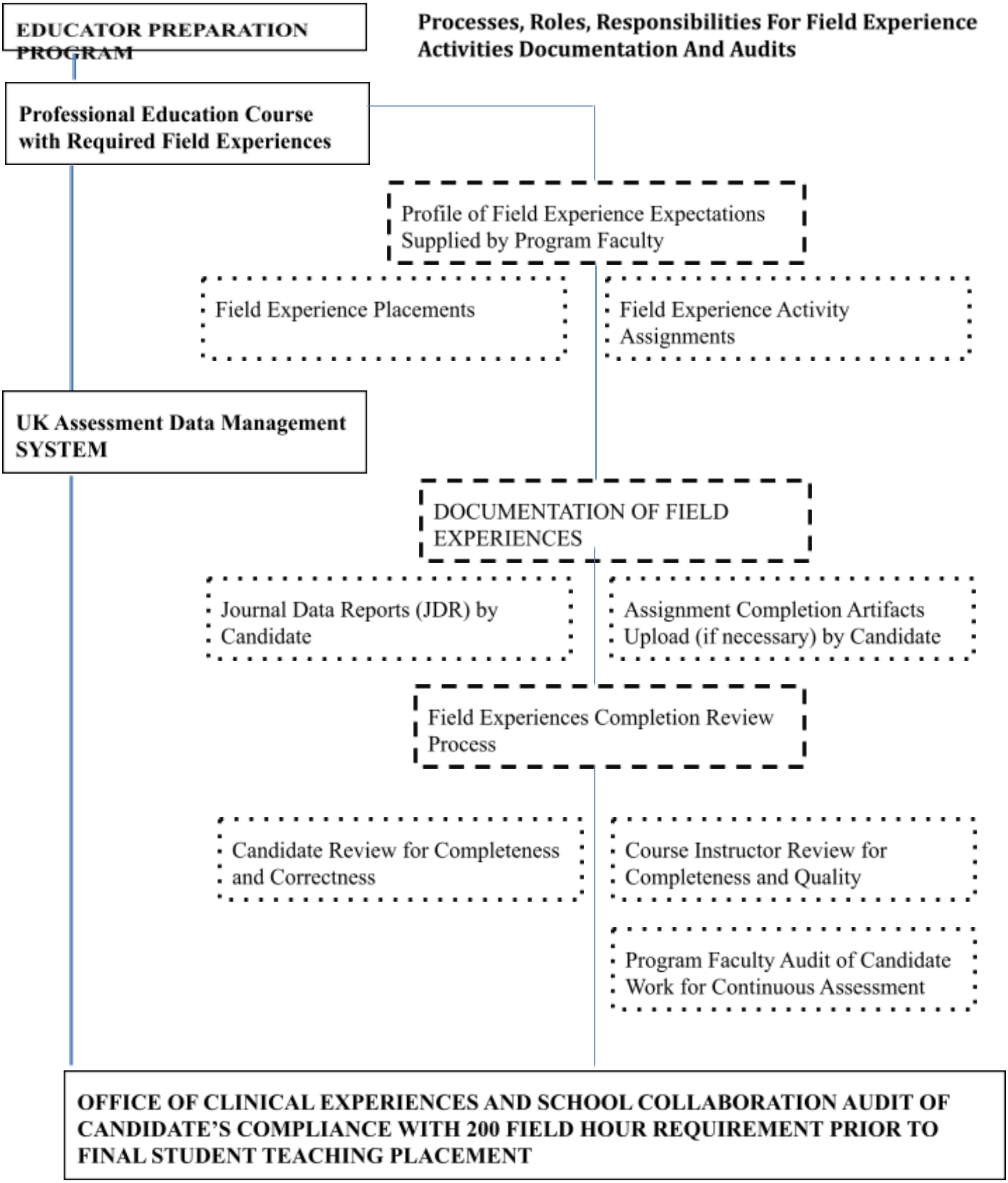
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1. The UK College of Education assessment data management system is used by faculty and students in all UK educator preparation programs to manage candidates' documentation of meeting required standards and completing required field experience activities. All candidates are expected to have an account in the system.
2. For each professional education course in which field experience activities are required, instructors will have created a profile of field experience expectations. From this profile, one or more field placements are made so that the candidates can carry out their field experience activity assignments.
3. Candidates will use their account to document their field experience activities. This includes the number of hours spent in the field experiences. In total, the number of hours recorded in the data management system must be at least 200, have experience at all three levels (elementary, middle and secondary), and cover each of the seven required categories. There are no explicit requirements for the number of hours needed in each category.
4. At the end of each field experience activity candidates will record information directly into a Field Experience Journal entry in the system. The Field Experience Journal encompasses the various categories, educational levels, and attention to learner characteristics associated with the field experience activity, as required in 16 KAR 5:040.
5. If products resulted from the completion of field experience activity assignments that may/will be used to assess candidates at the one of the continuous assessment points, candidates will use the assessment data management system to upload electronic products (artifacts).
6. By the end of a professional education course, candidates should have a complete record of their field experience activities in their account, including the JDR data, the required artifacts that resulted from the field experience activities, and an accurate accounting of the number of field experience hours completed.
7. The assessment data management system makes available a variety of reports that summarize, by course and overall, the data that candidates have recorded for field experience activities during the semester. These can be used by candidates, course instructors, and program faculty to review the candidate's record of activities and performance in field experience activities.

The Field Experience Activities and Assignments are Only One Component of the Candidate's Educator Preparation Program Experience.

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As candidates work towards completion of both a UK degree and also a state teaching certificate, there are several critical resources for them. First, candidates should use the UK curriculum planning system which is a part of their MyUK account. Also, they should carefully read the sections of the UK Bulletin related to their program of studies, which can be found at http://www.uky.edu/registrar/bulletin-course-catalog. Second, candidates should use the following resources for their teacher education programs (TEP): 1) the TEP curriculum contract which has been prepared for them by their advisor, which details all of the steps in completing their specific TEP program; 2) the UK Educator Policy on Admission, Retention and Completion of Educator Preparation Programs, which may be found in the UK Bulletin at http://www.uky.edu/registrar/sites/www.uky.edu.registrar/files/education.pdf, and 3) this policy document on completion of required field experience assignments associated with their educator preparation program.


EDUCATOR PREPARATION PROGRAM
Processes, Roles, Responsibilities For Field Experience Activities Documentation And Audits
Professional Education Course with Required Field Experiences
Profile of Field Experience Expectations Supplied by Program Faculty
Field Experience Placements
Field Experience Activity Assignments
UK Assessment Data Management SYSTEM
DOCUMENTATION OF FIELD EXPERIENCES
Journal Data Reports (JDR) by Candidate
Assignment Completion Artifacts Upload (if necessary) by Candidate
Field Experiences Completion Review Process
Candidate Review for Completeness and Correctness
Course Instructor Review for Completeness and Quality
Program Faculty Audit of Candidate Work for Continuous Assessment
OFFICE OF CLINICAL EXPERIENCES AND SCHOOL COLLABORATION AUDIT OF CANDIDATE'S COMPLIANCE WITH 200 FIELD HOUR REQUIREMENT PRIOR TO FINAL STUDENT TEACHING PLACEMENT

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GRAPHIC Overview of Field Experience Activities and Assignments

Initial Preparation Field Experience Activities and Assignments Overview Graphic

INITIAL PREPARATION FIELD ACTIVITIES Are Organized by **Program** and Integrated Into Pre-Professional And Professional Courses.
All Initial Preparation Courses Have Both Academic and Clinical Field Experience Components

INITIAL PREPARATION FIELD ACTIVITIES Are Organized by **Type**
Types include:
1. Observing in Public Schools and other school-like educational contexts
2. Participating with or Assisting Teachers or Instructors Carrying out Planned Activities
3. Working with Individual Students (tutoring), Small Groups or Large Groups in Educational Activities
4. Planning, Implementing and Evaluating Educational Activities in Consultation with a Teacher
5. Observe P12 Governance: Attend School Board and Site Based Council Meetings
6. Participate in Professional Learning Community and in Professional Development
7. Engage Families and Community Through In school and/or After school activities

INITIAL PREPARATION FIELD ACTIVITIES: For EACH initial preparation program **occur at all three levels of instruction**
Elementary School, Middle School, High School

INITIAL PREPARATION FIELD ACTIVITIES Focus on Learner Characteristics (English Language Learning, Socio Economic Variables, Gender, Ethnicity, Special Needs, Special Talents)

INITIAL PREPARATION FIELD ACTIVITIES are recorded on a daily basis in the UK Assessment Data Management System.

Initial Preparation Field Experience Activity Sets Common Elements