

Secondary Education Field Experience Handbook

Northern Kentucky University College of Education and Human Services

CONCEPTUAL FRAMEWORK

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Academic Standards (KAS)

Pr

Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

PURPOSE

The purpose of the teacher education, instructional leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course (EDU 316) as part of the university's general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and field experience courses. Faculty in turn evaluate each candidate's ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their field and clinical teaching experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges present

and instructional resources to candidates in both online and face-to-face courses. In addition, faculty have the opportunity to attend on-campus technology seminars and workshops to enhance their technological skills. Faculty and candidates also receive technology support as needed from the university's Informational Technology Department.

ALIGNMENT WITH STANDARDS

Each program in the Department of Teacher Education has defined the essential knowledge, skills, and dispositions that its candidates must possess to successfully complete the program. These program requirements and experiences are consistent with the essential knowledge of the

- A. A strong **foundation in the liberal arts** which includes experiences in communication and literature, history, natural sciences, mathematics, humanities and fine arts, philosophy, social

Secondary Field Experience I

EDU 393

2 credits

3. **Professional Semester:** Consists of three courses and a field experience. Teacher candidates enroll in the following block of professional education courses:

Educational Assessment in the Secondary Classroom

EDU 325

2 credits

Secondary Field Experience II

EDU 396

2 credits

Methods/content courses specific to discipline

3-9 credits

(Number of courses according to discipline requirement)

Teacher candidates continue to be immersed in all aspects of the secondary school program, and are assigned fewer "observation-oriented" activities. During this semester, active participation is

expected at all levels, including designing and teaching three lessons. 102-201900190-4015D-501500171-24(i)-50MC /P019

District level resources

Modification of statewide assessments to meet KY and IDEA requirements

Demonstration of skills in adapting and modifying lesson plans and activities to meet the educational needs of students with disabilities

The Teacher Candidate

Teacher candidates enrolled in Professional Field Experience I and Professional Field Experience II

Additionally, field experience students will be given the opportunity to evaluate the field experience through university course evaluations and evaluations of their P-12 clinical supervisors. P-12 clinical supervisors will be invited to evaluate the Secondary Education Program by completing an online survey.

Undergraduate Education Pr

Dispositions: The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. Candidates (NKU students) will be introduced

Appendices

Professional Code of Ethics for Kentucky School Certified Personnel

Approved Training/Professional Development 16 KAR 1:020

RELATES TO KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY 1.028 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.

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;

3.

Procedures for Violation

1. An instructor or administrator who believes that a student has violated the education programs' Code of Ethics shall communicate with the student within ten (10) working days from the date of the discovery to schedule a meeting to discuss the violation. The appropriate department chair will be appraised of the

Committee will review the charges and make one of three decisions: 1) confirm the department chair's decision; 2) make a different recommendation, or 3) refer the incident to the Dean of Students and the University Honor Council. The decision of the Dispositions Committee is final. The student will be notified by the office of the dean of the decision of the Dispositions Committee.

4. If the student believes that there were procedural errors or omissions in the proceedings, he/she may appeal the process to the office of the dean within 10 working days of the final decision of the Dispositions Committee.
5. The student may have additional rights and should consult the University Student Handbook for additional information.

Signature: _____ date: _____

6.5 Demonstrates ethical and legal use of technology.

Ensures that personal use and student use of technology are ethical and legal.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

Reflects on and accurately evaluates student learning using appropriate data.

7.2 Uses data to reflect on and evaluate instructional practice.

Reflects on and accurately evaluates instructional practice using appropriate data.

7.3 Uses data to reflect on and identify areas for professional growth.

Identifies areas for professional growth using appropriate data.

		<p>instruction and to make instructional decisions. (Post-Observation Reflection/Lesson Debriefing)</p>	<p>instructional decisions. (Post-Observation Reflection/Lesson Debriefing)</p>
<p>Assessment (Differentiation) (Formative & Summative)</p>		<p>Use formative assessment to inform planning and instruction.</p> <p>Collaborate with Clinical Educator to align learning outcomes in summative assessments to learning targets in instructional planning.</p>	<p>Use formative assessment to inform planning and instruction.</p> <p>Design and implement one formal assessment.</p> <p>Align learning outcomes in summative assessments to</p>

Source of Evidence: Lesson Plan

Teacher Candidate Name: Ages/Grades of Students: Number of Students having IEP/504: Number of Students who are ELL:	Date of Observation: Number of Students in Class: Number of Gifted Students:
Lesson Title:	
Context: Describe the students for which this lesson is designed. differences, interests, and language proficiencies.	
Lesson Learning Target(s)/Objectives a. standards. b. standards. culum/content area c. standards.	
Students' Baseline Knowledge and Skills Describe and include the pre-assessment(s) used	

Lesson Observation Evaluation Rubric

Instructions:

As you evaluate the lesson plan and observed lesson:

A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.

A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.

A rating of ACCOMPLISHED should be reserved for exemplary performance.

School: _____ Grade level: _____ Content: _____

Designing and Planning Instruction

Instructional
Strategies Aligned
to Objectives

[CAEP: 2.3; CAEP: D; KTS 8; InTASC: 10; KFFT: 4]		special educator (if applicable).	special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/objectives.	educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-teaching strategy that is appropriate for the stated learning targets/objectives.
COMMENTS:				

Implementing Instruction
Source of Evidence: Lesson Observation

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Communicates Content [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 4; KFFT: 3]	Makes many errors in communicating content, either orally or in writing.	Makes an occasional error in communicating content, either orally or in writing.	Communicates accurate content, both orally and in writing.	Communicates an in-depth and accurate understanding of

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Engages Students

	students' emotional or physical well-being.	a lack of awareness regarding students' emotional well-being.	students with respect and concern.	treating all students with respect and concern, and encouraging students to treat each other with respect and concern.
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Implements Co-Teaching Instruction

[CAEP: 2.3; CAEP: D; KTS: 8; InTASC: 8; KFFT: 4]

No evidence of co-teaching; however, the lesson plan indicates the intent to use a co-teaching approach.

**Student Self
assessment**

[CAEP: 1.2; KTS: 5;
InTASC: 6; KFFT: 3]

students to engage
in self-assessment.

engage in self-
assessment but
does not help
learners
understand their
assessment
results.

purposeful way
and helps learners

Post-Observation Lesson Reflection

Name: _____ **Date:** _____ **Cycle:** _____

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **each night after the lesson is taught.**

1. performance into the following categories:

Whole Class
whole class)

Gap Group (same info for

(complete for 1st day of lesson

only)

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes?

7. In consultation with your PK-12 Clinical Educator, identify a target student who would benefit from collaborative efforts for intervention. In each post-observation reflection, document student outcomes related to the plan for collaboration. *Use the template in the Appendix for documentation.

8. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Professional Behaviors Midpoint Checklist

Instructions:

becoming first-year profession-ready. For purposes of this evaluation, a teacher candidate who is **First-Year Profession-Ready** is prepared to accept and successfully perform the duties one would reasonably expect of a newly-hired, first-year professional educator.

(CAEP: 2.3; KTS: 9; InTASC: Professional Responsibility; KFFT: 4E)

On track to be first-year profession- ready	Not on track to be first-year profession- ready
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1. Displays positive attitude
2. Takes initiative
3. Demonstrates enthusiasm for the work of teaching
4. Shows respect for colleagues, families, and/or communities
5. Maintains confidentiality
6. Demonstrates flexibility
7. Maintains professionalism

Professional Dispositions Survey

_____ **Date:** (insert icon to select date)

Last, First

On target to become first-year profession-ready

Not on target to become first-year profession-ready

2. Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence that this NKU teacher candidate fosters each PK-12 student's

(CAEP: 1.2; KTS: 7; InTASC: 9; KFFT: 4)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

4. Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence of how this NKU teacher candidate responds when faced with circumstances that challenge his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).

Overall, how ready is this NKU teacher candidate to respond positively to challenges to his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing)?

(CAEP: 1.1; CAEP: D; KTS: 9; InTASC: 9; KFFT: 4)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

5. Based on your observations throughout the semester and interactions with this teacher candidate, describe this NKU teacher and/or community member to promote PK12 student learning.

Overall, how ready is this NKU teacher candidate to collaborate with colleagues, families, and/or community members to promote PK12 student learning?

(CAEP: 2.3; KTS: 8; InTASC: 10; KFFT: 4)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

6. Since the midpoint evaluation has this teacher candidate demonstrated the following professional behaviors?

- Displays positive attitude
- Takes initiative
- Demonstrates enthusiasm for the work of teaching
- Shows respect for colleagues, families, and/or communities
- Maintains confidentiality
- Demonstrates flexibility
- Maintains professional boundaries
- Builds rapport with students
- Demonstrates punctuality in all professional responsibilities
- Dresses professionally

Provide evidence below for any areas of growth or concern:

Overall how ready is this NKU teacher candidate to demonstrate the behaviors of first-year professional educator?

(CAEP: 2.3; KTS: 9; InTASC: 9; KFFT: 4)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

Post-Observation Lesson Reflection
Name: _____ Date: _____ Cycle: _____
To ensure that your lesson analysis and reflection inform instruction, this task must be completed each night after the lesson is taught.

3.

5. Did you depart from your plan? If so, how and why?

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes?

7. In consultation with your PK-12 Clinical Educator, identify a target student who would benefit from collaborative efforts for intervention. In each post-observation reflection, document student outcomes related to the plan for collaboration. *Use the template in the Appendix for documentation.

8. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Instructional Unit or Lesson Plan Progression

Task B: Designing Instructional Strategies and Activities

Directions:

Design a set of learning strategies and activities that will enable all students in your class to achieve the learning outcomes, including activities for differentiation.

Lesson Plan Progression Design Template

Using the Task C Unit Organizer template, outline **all** the lessons designed to facilitate student learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

For each lesson:

Identify the unit objective addressed (by number only).

Describe the specific lesson objective/learning target that is aligned to the unit objective.

Describe the formative assessment(s) that will be utilized for the objective.

Describe the differentiated assessment plan.

Describe the strategies/activities you plan to use.

Describe the differentiated strategies/activities to meet diverse student needs.

Describe the media/technologies/resources used for the lessons.

Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

Pre-Assessment Plan - EXAMPLE

Lesson #	Unit Objectives	Lesson Objectives/ Learning Targets	Formative Assessment (s)	Instructional Strategies/Activities
1	Students will demonstrate how entrepreneurs			

4

Assessment Description:

Strategies/Activities:

Differentiated Assessment

**Differentiated
Strategies/ Activities:**

Plan:

Media/Technologies/

8

Assessment Description:

Strategies/Activities:

**Differentiated Assessment
Plan:**

**Differentiated
Strategies/ Activities:**

Use of Technology for Instruction

Describe how **you** will use technology to enhance instruction.

Describe how **students** will use technology to enhance/facilitate their learning.

PROFESSIONAL PORTFOLIO DEVELOPMENT

The Professional Portfolio encourages teacher candidates to gather in one place original creations (artifacts) that document their competencies. Artifacts entered into the portfolio are accompanied with a reflective component that addresses competence in the New Teacher Standards. Over time, the portfolio will provide evidence of growth in the profession. In all instances, quality is more important than quantity.

As teacher candidates progress through college they are expected to develop a working portfolio that will contain samples of their achievements. At the same time, they will collect data, which will represent them as individuals. By the time the teacher candidates have finished their student teaching they will have developed a complete professional portfolio. Along the way, many of the collected materials will be discarded and samples of other “best works” will be retained. The portfolio will allow teacher candidates an opportunity to reflect upon their college careers and present mature insights into their best works and achievements. As a result, the reviewer will have the opportunity to assess the teacher candidates and their accomplishments at each transition point throughout their development.

Teacher candidates will be encouraged through evaluation to build their portfolios with pride and knowledge of accomplishment. As each portfolio is developed, teacher candidates will become aware of its use for the validation of professional accomplishments and for a job search.

The Kentucky Teacher Standards have become the basic framework for the development of professional portfolios in the Foliotek system. These standards provide the teacher candidates with a way to organize their teaching accomplishments. A continuous review of the standards further strengthens the teacher candidates in the skills and practices necessary to fulfill the requirements of an accomplished teacher.

All education majors expecting to obtain certification will be required to develop an acceptable portfolio. Teacher candidates will be expected to organize their portfolios according to the format provided to them at one of the seminars during the Admission Semester. Transfer students will be expected to see their advisor or the person in charge of the Practicum program. Teacher candidates must receive an acceptable portfolio evaluation at the end of each semester in order to progress to the next professional semester.

**PROFESSIONAL SEMESTER I FOLIOTEK RUBRIC
(EDU 393)**

Evidence / Levels	MET	NOT MET
Field Hours Documentation	<p>Minimum of 75 field hours completed in Pro Sem I</p> <p>Hours must include documentation of at least 3 of the following activities:</p> <ul style="list-style-type: none"> Student Tutoring Assist teachers Observations in schools and related agencies to include Family Resource or Youth Service Centers Interactions with Families of Students Participation in school-based professional learning community <p>Documentation of required field hours and activities (time logs)</p>	<p>Fewer than 75 field hours completed in Pro Sem I</p> <p>Missing documentation of the 3 required activities (see list in Met section)</p>

