

Northern Kentucky University
College of Education and Human Services
EDU 394-001 Middle Grades Field Experience I (2 credit hours)
Tuesday/Thursday, 8:00-12:00 noon, Location: TBA
Spring, 2017



Learn, Lead, Succeed

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)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

Professor: Mike DiCicco, Ph.D.

Office: MEP 271

Telephone: (859) 572-1478

Office Hours: by appointment or email.

Correspondence: Course announcements will be posted on Blackboard or sent to NKU email addresses. Candidates are encouraged to check Blackboard and NKU email daily.

Email: faulkners1@nku.edu

Required Textbook: No text required.

Course Description: Field experience in middle grade schools; including application of instructional theory to middle-grade classroom settings.

Student Learning Outcomes, Assessment and Standards Alignment: As the result of this course, teacher candidates will...

Student Learning Outcome	Assessment (Assignments) KAS Alignment	Kentucky Teacher Standards (Initial)	InTASC	Specialized Professional Association (SPA) Standards: AMLE	KFfT Domains
Demonstrate an understanding of the physical, cognitive, social, and emotional needs of young adolescents	Observed lessons; Lesson plans All lesson plan objectives are aligned to applicable Kentucky Academic Standards .	1.2-2.2; 4.2	1, 2, 7	1.a-1.d; 3.a	1B
Design and plan meaningful and engaging instruction that is aligned with state and professional standards and presented in the KTIP format	Lesson plans All lesson plan objectives are aligned to applicable Kentucky Academic Standards .	1.2-1.3; 2.1-2.5; 7.1	4, 5, 7, 8	2.a-2.c	1A-1F
Implement an instructional plan that incorporates the elements of an effective lesson	Observed lessons	4.1-4.5	6, 7, 8	4a-4d	3A-3E
Use instructional practices that are developmentally appropriate and supported by research	Observed lessons	1.2-1.3; 2.2; 4.1-4.2; 6.1-6.5	6, 7, 8	4a-4d	3A-3E
Create a classroom climate that is inclusive, engaging, and well-managed based upon thorough preparation and appropriate student-teacher relationships	Observed lessons; PBIS	3.1-3.5	3	1d; 4d	2A-2E
Establish collaborative relationships with other professionals	Observed lessons; Dispositions evaluations	8.1-8.4	9, 10	5a	4D

Value the importance of reflective practice as a means of professional development and evaluation	Discussion board; Final reflection & artifacts	7.1-7.3; 9.1-9.2	9	5a; 5d	4A; 4E
Exhibit professional behaviors and dispositions essential for effective teaching and a positive learning environment	Dispositions evaluations	7.3; 9.2	3, 9	5d	4B-4F
Accept constructive feedback to improve instruction	Post-observation conference	7.3; 9.2	9	5a; 5d	4D; 4E

Learning Opportunities and Grading

Assessment

<u>Due</u>	<u>Assignments</u>	<u>Points Possible</u>
Jan. 17	PBIS Training	10
Jan. 17	Discussion board assignment 1	5
Jan. 24	Updated resume	10
Mar. 2	Discussion board assignment 2	5
	PK-12 clinical educator midpoint check	5
Apr. 4	Discussion board assignment 3	5
Apr. 13	Final field experience reflection DRAFT (Bring to final seminar)	10
Apr. 27	Discussion board assignment 4	5
	PK-12 clinical educator final dispositions evaluation	5
	2 - PK-12 clinical educator lesson evaluations	20
	3 - Observed lesson plans	30
	3 - Post-observation reflections	15
	Time log (KFETS)	10
	Final field experience reflection and artifacts	50
	Dispositions self-evaluation (on Foliotek)	0
	Student signature – lesson evaluations (on Foliotek)	0
	Student signature – dispositions (on Foliotek)	0
May 2-4	Final conference with university instructor	10

Foliotek

- No points are awarded for the Foliotek assessment; however, candidates must receive an evaluation of MET on all elements in order to receive a passing grade for the course.

University Instructor’s Observation

100

- Submit KTIP lesson plan at time of observation
- Submit Post-observation reflection on Foliotek
- Attend observation conference with instructor

Total Possible Points

295

Grading Scale: Pass/Fail

<u>Grade</u>	<u>Percent</u>	<u>Points Earned</u>
Pass	77%+	228-295
Fail	<77%	0-227

The instructor reserves the right to make any necessary adjustments to this syllabus to better address the needs of the participants. Candidates will be notified via email and/or Blackboard of any changes made to the syllabus.

Templates for the context, lesson plan, and post-observation reflection are available on Blackboard. Time and activity logs will be maintained on the Kentucky Field Experience Tracking System (KFETS).

Mid-term Grade: Mid-term grades will be posted in myNKU by the deadline established in the [Academic Calendar](#).

Final Examination Information: The final exam for EDU 394 will consist of the final conference with the university supervisor to review all portfolio requirements and state regulatory compliance. Individual conferences will be scheduled with the university instructor during exam week.

Assignment Descriptions

Foliotek: Teacher candidates must receive an evaluation of “MET” on all required elements of their professional portfolio in Foliotek in order to receive a passing grade for EDU 394. Portfolios will be evaluated based upon the criteria established by the College of Education and Human Services (rubric available on Blackboard). It is the candidate’s responsibility to review the Cumulative Progress Report in Foliotek to ensure all completed hours and activities are accurately documented. If there are errors, the candidate should notify the university instructor at the final conference at the end of the semester.

Teaching Experiences: Teacher candidates are encouraged to teach at their field experience sites as often as possible; however, for purposes of evaluation, teacher candidates are required to plan and teach three original lessons during EDU 394. The lesson plans should be developed in the KTIP lesson plan format (template available on Blackboard). The dates, times, and content of these lessons should be arranged between the teacher candidate and the PK-12 clinical educator (cooperating teacher). The PK-12 clinical educator will observe and evaluate two of the three lessons. The university instructor will observe and evaluate one lesson. The primary purpose of the university instructor’s observation is to evaluate the candidate’s ability to implement the planned lesson based upon the Kentucky Teacher

Standards; however, issues related to lesson plan format and lesson content will also be noted in the evaluation. Questions regarding lesson planning and content are to be addressed to the methods instructor and the PK-12 clinical educator.

Though candidates are only required to plan and implement three formally observed and evaluated lessons, they are encouraged to collaborate with the classroom teacher concerning other opportunities to participate in the classroom (e.g., “shadow” teach with the cooperating teacher, give activity instructions, guide class discussions, teach mini lessons), especially during the intensive teaching experience. These opportunities to be in front of the class are invaluable to candidates; therefore, EDU 394 candidates are encouraged to demonstrate initiative and volunteer for responsibilities above and beyond the course requirements.

Discussion Board Assignments: A prompt will be posted for each discussion board assignment. Candidates should respond to the prompt provided, drawing upon their experiences at their field placements. Responses should be thorough and demonstrate considerable thought. Discussion board assignments will be graded on the quality of the written reflection. In order to receive full credit for discussion board assignments, candidates must also demonstrate active engagement in the discussion by responding to the reflections of other candidates. (A specific number of responses will not be required.) All responses are due by the date listed in the course schedule.

Use the discussion board assignments as a means to assist one another, seek advice, share your successes, tell others about good ideas you observed, and, ultimately, learn from each other. When reflecting upon your field experiences, specifically address the impact on student learning and your personal professional growth. All discussion board postings should be professional and courteous in nature. All PK-12 clinical educators and students must remain anonymous. **Remember – the focus of these assignments is to enhance your professional growth. This is not the time or place to discuss personal issues you may have with the PK-12 clinical educator.**

PBIS Training: Kentucky regulation (704 KAR 7:160) requires everyone who works with school-aged children to be trained annually in the use of physical restraint and seclusion in public schools. To address this regulation, candidates must complete the Promoting Positive Behavior in Schools training module prior to reporting to the field experience site. After completing the modules on Positive Behavior Intervention Systems (PBIS), candidates should save a copy of the completion certificate for their records, print a copy to take to the field placement, and submit a copy to the university supervisor. Though this training meets the requirements of the regulation, individual school districts may require additional training. Teacher candidates should complete any additional training required by the school district.

Course Policies and Procedures

Professionalism: Teacher candidates in Professional Semester 1 must think themselves as teachers and conduct themselves responsibly at all times. For several weeks, they will take an active role in a school setting. Students in the school will view them in much the same way they do other teachers in the school; therefore, they must conform to the expectations of the school in which they complete their field experience. For example, inappropriate attire, tardiness, disruptive behavior, sleeping in class, and coming unprepared to teach indicate a serious disregard for the students and teachers with whom they work. In addition, teacher candidates are strongly encouraged to familiarize themselves with the NKU Honor Code, the College Code of Ethics, and the Professional Code of Ethics for Kentucky School Personnel. **Failure to abide by the standards of conduct expected of teacher candidates may result in a grade reduction, removal from the field placement and a failing grade for the course, and/or a recommendation of dismissal from the teacher education program.**

Attendance: For the duration of the semester, teacher candidates will report to their assigned field experience sites on Tuesday and Thursday mornings for a continuous block of three hours between 8:00

a.m. and 12:00 noon with the exception of the four-day intensive experience. Candidates are expected to remain at the school for the entire three hours each day. If, for any reason, a candidate is unable to be in attendance at his/her field placement at the designated time (e.g., illness, family emergency, bad weather conditions, etc.), it is his/her professional responsibility to notify the PK-12 clinical educator and the university instructor.

Teacher candidates will participate in a four-day intensive teaching experience. During the intensive teaching experience, teacher candidates are expected to report to their field experience site for the entire school day and participate in all regular school activities (e.g., meetings, lunch, planning, etc.). Teacher candidates will be released from their other professional block classes during the intensive teaching experience. Exceptions to this expectation will be made for those candidates who are enrolled in non-education classes.

IMPORTANT!!! To be eligible for a passing grade in the course, teacher candidates must log a minimum of 75 hours in EDU 394. Seventy-five hours is the minimum time requirement for field experience. Teacher candidates should continue to report to their field site for the duration of the semester, even if the 75-hour minimum has been met. When a candidate is absent, he/she should make arrangements with the PK-12 clinical educator and university instructor to make up the missed time in order to fulfill the 75-hour requirement. Teacher candidates with regular attendance issues, including absenteeism and tardiness, may receive a grade reduction and/or a negative dispositions evaluation.

On the first day at the assigned placement, candidates should establish the exact arrival time in cooperation with their classroom teacher and notify the university instructor by email of the arrival time and the PK-12 clinical educator's email address. Upon arriving at the school, candidates should sign in at the school office using customary school procedures. In addition to signing in at the school office, candidates must maintain the field experience time log on the Kentucky Field Experience Tracking System (KFETS) to document their site visits and the activities completed. The KFETS log is the official log of field experience activities. It is strongly recommended that candidates update their KFETS log immediately after each site visit. Any activity for which a teacher candidate wishes to receive credit on the cumulative progress report must be logged as an individual activity in KFETS under the appropriate category. If the assigned field experience class will not be in regular session (e.g., field trip), the candidate should make arrangements to either participate in the activity or observe another class in the building; however, notify the university instructor of the change in arrangements. Teacher candidates are not required to report to their field sites if the university or the school is not in session. **All attendance records must be accurately maintained. Falsification of field experience records, including attendance records on KFETS, is considered a serious violation of the Code of Ethics and will be dealt with accordingly (see "Professionalism").**

Quality of Work: All work completed outside of class and submitted for evaluation must be typed. The work should reflect proper grammar and evidence of proofreading. In addition to the specific criteria incorporated in each assignment, all submissions will be evaluated on the mechanics of writing, organizational structure, and clarity of presentation. When a candidate submits assignments, the instructor assumes the candidate is submitting his/her best effort; therefore, he/she may not resubmit assignments for a second evaluation to receive a higher grade, but they may submit corrected assignments for additional instructor feedback. By placing his/her name on an assignment, the candidate is verifying that the work is the original, independent product of his/her individual effort.

Late Assignments: All assignments must be submitted by 11:59 p.m. on the due date. If circumstances beyond the control of the candidate make it impossible to submit assignments by the due date, whenever possible, arrangements should be made in advance for an extension of time to be granted. Assignments submitted after the due date will be penalized 5 points/day that the assignment is late. **With the exception of Foliotek revisions, no assignments will be accepted after Thursday, April 27, 2017.**

Background Checks: Area schools require that all teacher candidates participating in field and clinical experiences have a background check with acceptable results. Forms, which must be completed and submitted to the appropriate authorities, will be distributed to all candidates. Candidates will not be permitted to report to their field sites until a copy of their background check results are on file in the College of Education and Human Services Office of Student Services.

Criminal Violation Statement: It is the responsibility of the teacher candidate to immediately notify the university supervisor if the s/he has been arrested, charged, or convicted of a crime (other than a moving vehicle violation) while participating in a field experience. This may result in the candidate being removed from the field placement.

Legal Considerations: Pre-service teachers are responsible for the performance of their duties while engaged in their field experience assignment. A pre-service teacher may be held liable for any negligent acts or omissions while participating in a local school's programs and/or activities. Teacher candidates should always be under the supervision of a certified teacher; therefore, candidates should not be left alone in the classroom to supervise students. NKU recommends the purchase of an educator liability insurance policy. This coverage may be available through student professional associations or from an independent agent.

Student Honor Code: The [Student Honor Code](#) [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Class sessions (15 weeks x 6 hrs./wk.)	=	90.0 hours (5,400 minutes)
Lesson preparation (3 lessons x 5 hours each)	=	15.0 hours
Foliotek assignments	=	20.0 hours
<u>Blackboard reflections (4 @ 15 min./each)</u>	=	<u>1.0 hour</u>
Total	=	126.0 hours

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Bibliography

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McEwin, C. & Dickinson, T. (1995). *The professional preparation of middle level teachers: Profiles of successful programs*. Columbus, OH: NMSA.

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- Posner, G. J. (2000). *Field experience: A guide to reflective teaching* (5th ed.). New York: Addison Wesley Longman.
- Weinstein, C., & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice* (4th ed.). New York: McGraw-Hill.
- Wong, H., & Wong, R. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

Frequently Asked Field Experience Questions

1. When do we meet on campus for field experience seminars?
 - January 10, 8:00-11:00, UC 135
 - January 12, 8:00-11:00, UC 204 (EDU 391) & 9:00-11:00 UC 270 (EDU 394)
 - January 17, 8:00-11:00, UC 135
 - January 19, 8:00-12:00, Intensive experience make-up class sessions. Check with instructors.
 - February 2, 12:00-2:00 (Tentative), Location TBA, Special field experience with UK and UL. NOTE: Special seminar time. Arrangements will be made with methods instructors.
 - March 2, 8:00-11:00, UC 135
 - April 13, 8:00-11:00, SU 109 (Bring final reflection draft)
2. When are the make-up days for professional block classes that are missed during the intensive teaching experiences?
 - Classes missed during the intensive teaching experience will be made up on January 19 during the time regularly scheduled for field experience. For specific times and rooms, consult your course instructors.
3. What are the dates of the intensive teaching experience?
 - The intensive teaching experience will be **March 27-30**. You should report to your field experience site all four days for the entire school day. The only exceptions to this schedule are for regularly scheduled classes that are not part of the professional block. You should attend evening classes as scheduled.
4. What are we expected to do during the intensive teaching experience?
 - You should arrange with your PK-12 clinical educator to be fully involved in all aspects of the school/classroom. You should participate in all activities that your teacher is expected to do (e.g., attend meetings, planning, teaching, lunch, etc.). You are strongly encouraged to seek opportunities to teach each day, so you can experience teaching on consecutive days.
5. Where does the PK-12 clinical educator access the evaluation forms?
 - The PK-12 clinical educator will receive emails from *NKU Education Field Experiences* (foliotek@nku.edu) containing links for lesson evaluation and dispositions evaluation forms.
6. When should I teach my evaluated lessons?
 - This is arranged between you and your PK-12 clinical educator. You are encouraged to complete an evaluated lesson before being observed by the university instructor. The lessons that you teach should be planned by you under the direction of the classroom teacher.
7. My school uses Springboard. Can a Springboard lesson be observed/evaluated?
 - Yes. All lessons, whether from Springboard or not, must have a KTIP lesson plan. Even though Springboard is a “scripted” program, your lesson should still include the elements of a good lesson – introduction/hook, assessment of prior knowledge, instruction, activity, review/conclusion.
8. The teacher has not allowed me to get involved in the class. What should I do?
 - You must be proactive and show initiative. In a professional manner, express your desire to be involved in the class. Offer to do things for the teacher (e.g., give assignment instructions, work with students, go over the homework, “shadow teach,” one teach/one observe, one teach/one assist). If you still are not given opportunities to participate in the class, discuss this with your university instructor.
9. I missed a day of field experience. Do I need to make up the time?

- Yes. Arrange a time with your PK-12 clinical educator to make up the time missed. Remember, it is important to have a minimum of 75 hours in EDU 394.
10. I am unsure which assignments to submit on Blackboard and which ones should be submitted on Foliotek.
- The only assignments submitted on Blackboard are the Discussion Board Assignments. All other assignments will be submitted on Foliotek.
11. Where do I submit my Final Field Experience Reflection DRAFT assignment?
- You should bring a printed copy of the reflection draft with you to the final seminar. Class colleagues will review your draft reflection and provide feedback to you during the seminar.
12. Where do I upload my assignments on Foliotek?
- Resume: Upload under EDU 394 "Updated Resume."
 - KTIP Lesson Plans: Upload the KTIP lesson plans for the three evaluated lessons under EDU 394 "Source of Evidence: Artifacts."
 - Post-observation reflection: Upload the reflection documents for the three evaluated lessons under EDU 394 "Source of Evidence: Artifacts."
 - Time Log: Download report from KFETS and upload the report under EDU 394 "KFETS Time Log."
 - Final Field Experience Reflection: Upload under EDU 394 "Source of Evidence: Reflection."
 - Artifacts: Upload under EDU 394 "Source of Evidence: Artifacts."
 - Lesson Evaluations: You do not submit anything. These are completed electronically by the evaluator.
 - Dispositions Evaluations: You do not submit anything. These are completed electronically by the evaluator.
 - Dispositions Self-Evaluation: You complete this form on Foliotek at the end of the semester
 - Student Signatures: You complete electronic signatures on Foliotek under the lesson evaluations and the dispositions evaluations.
13. How should I name my Foliotek documents?
- The name under which you save your Foliotek documents is your decision; however, you are encouraged to name them so they are easily identified by the university instructor. For example, "Teacher Observed Lesson Plan 1," "Artifact 1 – IEP Handbook," etc.
14. Do seminar hours count toward my 75-hour minimum?
- Yes. The hours should be logged appropriately in KFETS.
15. How do I make sure I get credit for all of the required activities on the Cumulative Progress Report in Foliotek?
- In order to get official credit for a required field experience activity (e.g., attending a school board meeting, working with ELL's), it must be logged as a separate activity in KFETS under the appropriate category. This will ensure that the activity appears on the final time log that is downloaded from KFETS and uploaded in Foliotek.
16. I downloaded my KFETS log, but it does not open once I upload it in Foliotek.
- When you download your activity log from KFETS, be sure to save it as an Excel Workbook file. Upload the Excel file log under "Artifacts" in Foliotek.
17. What time should I arrive on my first day at my field experience placement?
- Everyone should arrive no later than 8:00 a.m. on the first day. You should plan to arrive by 7:55. After the first day, you will arrive at the time arranged between you and the classroom teacher.

18. My teacher has planning in the morning. Does planning time count toward my field experience time?
- Yes, within limits. Try to arrange your field experience hours to include as much time with students as possible.
19. I need to complete special field experience observation assignments or time working with diverse populations. Can this be done during my field experience time?
- Yes. Make these arrangements with the classroom teacher. Be sure to log these activities as individual activities in KFETS.
20. Where do I find the Source of Evidence: Lesson Plan template and the Source of Evidence: Post-Observation Reflection template?
- All documents needed for EDU 394 are available under "Course Documents" on Blackboard.
21. How do I schedule an observation by my university instructor?
- Check your instructor's schedule on Blackboard. In collaboration with your cooperating teacher, select a couple of dates when you could be observed. Email your instructor. Provide the dates AND the starting time of the class period to be observed. The university instructor will select the date and confirm the date/time with you by email. REMEMBER: Check your school's calendar when scheduling observation, so you do not schedule an observation when the school is not in session.
22. Will I have the opportunity to evaluate the PK-12 Clinical Educator?
- Yes. This will be done at the final conference with your university supervisor during final exam week.