



# Field Handbook

**This Field Handbook describes the professional expectations, values and dispositions upon which Brescia's program is based as well as the policies and procedures to be followed by the teacher candidates and field supervisors.**

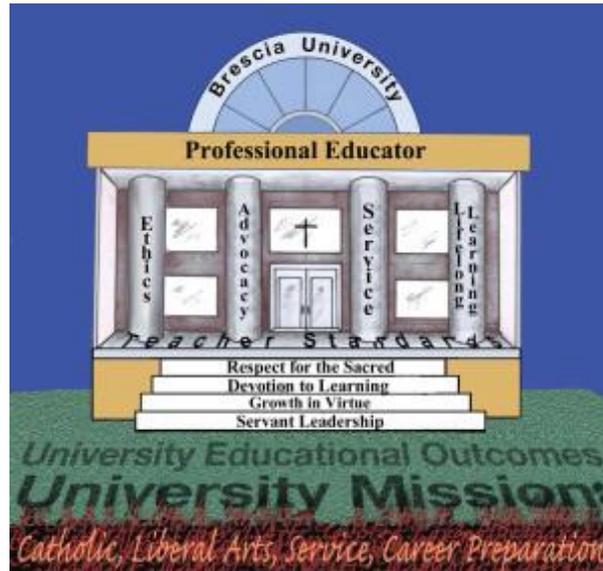
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**Brescia University  
School of Education Program**

**Conceptual Framework Model**



**Brescia University School of Education candidates are challenged to become  
Professional Educators committed to  
Ethics, Advocacy, Service, and Lifelong Learning.**

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## INTRODUCTION

In the Brescia University School of Education, candidates and faculty believe that persons called to the teaching profession must be professional educators committed to:

- Ethics
- Advocacy
- Service
- Lifelong Learning

These four core values – ethics, advocacy, service, lifelong learning – form the foundation of the Brescia School of Education program and are expressed in the dispositions we believe should characterize Brescia education faculty and candidates. While such values and dispositions are incorporated in professional education courses and are reflected in the actions and attitudes of Brescia education majors, we also expect candidates to encounter and demonstrate these values and dispositions in their field experiences.

Brescia is fortunate to be situated near schools that embody these values and dispositions and demonstrate them in myriad ways. Evidence of such demonstration includes, among others:

- Ethics – confidentiality, trust, honesty, punctuality, best efforts, dependability, honoring commitments
- Advocacy – ensuring students access to all levels of learning, going the extra mile, involving families, differentiating instruction, mentoring
- Service – collaboration with Family Resource Centers, candidates assisting one another, community service efforts, actively seeking opportunities to serve
- Lifelong Learning – integrated curricula, theme-based learning, reading and literacy initiatives, family involvement

We cannot begin to measure the extensive benefits of the varied and engaging field opportunities available to Brescia's candidates. We are certain these field opportunities are core to the candidates' professional growth and dispositional maturation as professional educators. To those serving as Field Supervisors for Brescia University teacher education candidates, our deepest thanks!

This Field Handbook describes the broad developmental overview of the field components of Brescia's School of Education program. As participant and as field supervisor, please familiarize yourself with the professional expectations, values and dispositions upon which Brescia's program is based as well as the policies and procedures outlined in this Field Handbook.

## OVERVIEW

The Brescia University School of Education strives to maintain an excellent working relationship with area schools, one that helps ensure quality field placements for our candidates in urban, suburban, and rural settings across a variety of socioeconomic bases. Brescia maintains contracts with local districts and those in surrounding counties that permit Brescia candidates to enjoy the opportunity to participate in classrooms at all grade levels. Also included within these systems are Wendell Foster, a residential intermediate care facility for persons identified with IDD; the Arc of Owensboro; Valley School, a school associated with the River Valley Behavioral Health Child/Adolescent Psychiatric Hospital, a residential treatment facility; the Audubon Area Head Start; First Steps; Owen Autism Center through Puzzle Pieces; and Dream Riders of Kentucky, Inc. When appropriate, candidates have the opportunity to participate in field experiences in those settings as well. In keeping with its efforts to serve the needs of non-traditional candidates, Brescia can arrange some field placements nearer candidates' homes or places of employment in neighboring states or counties.

Field experiences are designed to directly relate, expand, and enhance course content and expected outcomes. Candidates utilize reflective journaling, class discussions, and projects to identify the links between principles and concepts presented in the specific education course with their observations and experiences. This integration of field experiences is designed to bridge the gap between theory and practice. During each field experience the candidate must demonstrate not only understanding of the content to be taught, use of effective pedagogy and the ability to positively impact the learning of all P-12 students, but also effective application of diverse teaching strategies to accommodate the learning styles found within the classroom.

According to **16 KAR 5:040. Admission, placement, and supervision in student teaching**, each student shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

- (a) Engagement with diverse populations of students which include:
  - 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
  - 2. Students from different socioeconomic groups;
  - 3. English language learners;
  - 4. Students with disabilities; and
  - 5. Students from across elementary, middle school, and secondary grade levels;
- (b) Observation in schools and related agencies, including:
  - 1. Family Resource Centers; or
  - 2. Youth Service Centers;
- (c) Student tutoring;

- (d) Interaction with families of students;
- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community;
- (g) Opportunities to assist teachers or other school professionals; and
- (h) Other.

Additionally, the field placements introduce candidates to diversified educational settings and student populations (e.g., urban, suburban, rural, parochial). The field expectations are structured across all candidate programs to accumulate a minimum of 44 hours of experiences in Title I schools and in ethnically diverse placements, and at least 26 hours with children or adults with disabilities or exceptional learning needs. The remaining field experiences are within settings commensurate with candidates' academic content majors or areas of emphasis or commensurate with the particular methods course.

## Progression of Field Experiences

Students may begin their field experiences as early as their freshman year. These early field experiences are generally exploratory and observational in nature and give both candidates and participating field supervisors an opportunity to reflect on the appropriateness of education as a career choice for these candidates.

As candidates continue their professional preparation, the field experiences become more participative and interactive requiring further responsibilities and more careful preparation on the part of the candidate. Growth toward mastery of Kentucky's Teacher Performance Standards and integrated understanding of Kentucky's curricular expectations, together with awareness of dispositions or values, increase throughout the field experiences. Candidates examine their own development in skills, knowledge, and dispositions (values); they reflect on their experiences; and they receive evaluative feedback from their field supervisors and University faculty. The table below provides an overview of the progression of field experiences by course level:

**Table 1 – Progression of Field Experiences by Course Level**

<b>Level of Courses</b>	<b>Nature of Most Field Experiences</b>
200 level courses (or lower)	<ul style="list-style-type: none"> <li>• Variety of placements, engagement with diverse populations               <ul style="list-style-type: none"> <li>○ See 16 KAR 5:040 a 1-5</li> </ul> </li> <li>• Often more observation than instructional responsibility</li> <li>• Group projects</li> </ul> <p><b>FOCUS OF ASSESSMENT OF CANDIDATE PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>• Dispositions – ethics, involvement (advocacy), willingness to serve</li> </ul>
300 level courses	<ul style="list-style-type: none"> <li>• Direct instructional responsibility with some observation</li> <li>• Tutorial and small group responsibilities</li> <li>• Mentoring</li> </ul>

Level of Courses	Nature of Most Field Experiences
	<ul style="list-style-type: none"> <li>• After school programs with instructional responsibilities</li> <li>• Longer commitments; content specific placements</li> </ul> <p><b>FOCUS OF ASSESSMENT OF CANDIDATE PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>• Dispositions: ethics, potential for teaching and lifelong learning, demonstration of advocacy and service</li> <li>• Content and pedagogy</li> </ul>
400 level courses	<ul style="list-style-type: none"> <li>• More extensive in time and consistency across the semester</li> <li>• Responsibility for more extensive development of units of study</li> <li>• Behavioral and classroom management responsibilities increase</li> </ul> <p><b>FOCUS OF ASSESSMENT OF CANDIDATE PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>• More on instruction and classroom management skill demonstration [e.g., Teacher Performance Standards, SPAs] as well as all dispositions</li> </ul>

Once the candidates are accepted into the School of Education, they become eligible to take upper division professional studies courses. All upper level methods and most professional courses involve an interactive field placement with teaching, assessment, or classroom management responsibilities.

## Practicum

Supervised teaching experience during the semester immediately preceding Clinical Practice focuses on the assessment, design, and implementation of systemic instruction and collaboration for elementary, middle, and secondary grades as well as special education and P-12 Art and Spanish programs. In addition, self-assessment through journal reflections, professional growth plans (PGP), and video critique is emphasized. The Practicum requires 50 field hours and meetings with instructor.

## Candidates who Transfer to Brescia University

Candidates who begin their teacher preparation at another institution will meet the same field requirements as candidates who complete their entire program at Brescia University. Teacher preparation programs maintain records of their candidates' field placements and experiences; transfer candidates are responsible for securing such records and submitting them to the Brescia School of Education. Candidates must request a transfer of field experience hours that have been logged into KFETS to Brescia University. Candidates who transfer from an institution outside of Kentucky must provide documentation of completed field experience hours to receive proper credit. Most times, candidates bring a solid and adequate core of field experiences with them; if a deficit exists, candidates have at least two means of remedying that deficit:

- Extending or adding to the required field hours within their Brescia education courses
- Completing an independent-study practicum (from 1 to 3 credit hours, with 50 to 150 field hours); the program has both 100- and 300-level independent studies available.

## Field Experiences on a Course-by-Course Basis

As was indicated earlier, each class has a unique field experience and a basic set of expectations designed to meet the outcomes specific to that class. The chart below provides a class-by-class overview of these expectations; feel free to consult it at any time. Of course, it must be noted that the expertise and interests of the individual faculty member – together with specific conditions in area schools – may lead to minor variations on these broad descriptions; such variations are to be expected in such a dynamic enterprise as education.

**Table 2 – Nature of Field Experiences by Course**

*NOTE: I/G refers to “Individual or Group”*

Course	Expectations/EPSPB Components	I/G	Typical Site(s)
Edu 103 – Orientation in Special Education (5-10 field hours)	<ul style="list-style-type: none"> <li>• Introductory observations</li> <li>• Discover variety of special education service options – from womb to tomb</li> <li>• Limited direct involvement with students or clients</li> </ul>	G	Area schools; after school programs; residential facilities; sheltered workshops
Edu 204 – Introduction to Education (15 field hours)	<ul style="list-style-type: none"> <li>• Overall view of area public/parochial schools</li> <li>• Experience variety of teaching &amp; learning styles</li> <li>• See variety of assessments</li> <li>• Observe variety of administrative styles</li> <li>• Practice observational &amp; listening skills</li> <li>• Exposure to elementary, middle, secondary</li> <li>• Attend a School Board meeting</li> <li>• Attend a School-based Council Meeting</li> </ul>	I/G	Area schools: Elementary; Middle; Secondary; Special Education
Edu 213 – School Health, Safety, Nutrition & the Environment (10 field hours)	<ul style="list-style-type: none"> <li>• Experience &amp; observation</li> <li>• Assist with whole or small group instruction</li> <li>• Observe YSC/FRC</li> </ul>	I/G	Area schools: Elementary; Middle grades; YSC/FRC
Edu 246 – Technology Application & Integration in Education	<ul style="list-style-type: none"> <li>• Experience &amp; observation</li> <li>• Use of technology in labs and classrooms</li> <li>• Assist with school projects</li> <li>• Evaluate software</li> <li>• Web resources</li> </ul>	I	Area schools: multiple levels

Course	Expectations/EP SB Components	I/G	Typical Site(s)
(15 field hours)			
Edu 255 – Teaching Diverse Populations of Children & Youth (20 field hours)	<ul style="list-style-type: none"> <li>• Introductory and experiential</li> <li>• Direct experience working with individuals with disabilities &amp; other key factors of diversity (e.g., gender, poverty, ESL, Gifted)</li> <li>• Participation in planned activities</li> <li>• Tutorial and/or support with individuals and/or groups</li> <li>• Observe YSC/FRC</li> </ul>	I	Preschools, schools, public or private service agencies, residential facilities, workshops
Edu 256 – Adaptive PE (5-10 field hours)	<ul style="list-style-type: none"> <li>• Experiential</li> <li>• Involvement with adaptive physical and rhythm activities with individuals with disabilities &amp; diverse learning needs</li> </ul>	I/G	Special Olympics; after school programs; area schools: multiple levels
Edu 257 – Physical Education for P-5 (10 field hours)	<ul style="list-style-type: none"> <li>• Experiential</li> <li>• Involvement with Physical Education classes/afterschool programs</li> <li>• Assist with small group</li> </ul>	I/G	Area schools: Elementary
Edu 301 – Growth, Development, & Learning Theory (15 field hours)	<ul style="list-style-type: none"> <li>• Observe, describe, make conclusions about, and assess human growth and development</li> <li>• Work with and learn from students and the teacher</li> <li>• Connect course topics with field experience</li> </ul>	I	Area schools: multiple levels
Edu 307 – Early Childhood: Special Education (15 field hours)	<ul style="list-style-type: none"> <li>• Observe developmental stages of children – birth to 3 years old and 3 through 5 years old</li> <li>• Observe children with special needs in inclusive settings</li> <li>• Develop appropriate interaction skills through experiential knowledge</li> </ul>	I	First Steps; early intervention specialists; preschools; area schools
Edu 314 – Children's Literature (15 field hours)	<ul style="list-style-type: none"> <li>• Observe, describe, make conclusions about the teaching of children's or adolescents' literature</li> <li>• Work with at least one youngster on a personal story and expanding its details</li> <li>• Work with and learn from the teacher and other students</li> <li>• Connect course topics with field experience</li> <li>• Must make at least five (5) separate visits to the site</li> </ul>	I	Area schools: Elementary
Edu 315 - Adolescent Literature	<ul style="list-style-type: none"> <li>• Observe, describe, make conclusions about the teaching of children's or adolescents' literature</li> </ul>	I	Area schools: Middle Grades

Course	Expectations/EPSTB Components	I/G	Typical Site(s)
(15 field hours)	<ul style="list-style-type: none"> <li>• Work with at least one youngster on a personal story and expanding its details</li> <li>• Work with and learn from the teacher and other students</li> <li>• Connect course topics with field experience</li> <li>• Must make at least five (5) separate visits to the site</li> </ul>		
Edu 319– Social Studies in Elementary Grades (20 field hours)	<ul style="list-style-type: none"> <li>• Observe &amp; experience teaching social studies</li> <li>• Focus on multicultural activities, awareness of gender issues, explore multiple assessments</li> <li>• Teach Social Studies lesson(s) or unit</li> <li>• Explore Kentucky history unit</li> <li>• Identify national social studies standards being addressed in the classroom(s)</li> <li>• Assess and gather data</li> </ul>	I/G	Area schools: Elementary
Edu 320 – Science for Elementary Grades (20 field hours)	<ul style="list-style-type: none"> <li>• Interview teacher(s) and learners</li> <li>• Come to know students’ science backgrounds</li> <li>• Plan a unit; teach lesson(s) from the unit</li> <li>• Work with classroom teacher as needed</li> <li>• Assess and gather data</li> <li>• Observe/assist teacher, Student tutoring</li> </ul>	I	Area schools: Elementary
Edu 321 – Teaching Reading in Elementary School (20 field hours)	<ul style="list-style-type: none"> <li>• Participation in reading instruction</li> <li>• Tutorial or mentoring relationship; small group instruction</li> <li>• Skill instruction with whole or small group</li> <li>• Assess and gather data</li> <li>• Work with classroom teacher as needed</li> </ul>	I	Area schools: Elementary
Edu 322 - Teaching Reading in Content Areas (20 field hours)	<ul style="list-style-type: none"> <li>• Participation in reading instruction</li> <li>• Tutorial or mentoring relationship; small group instruction</li> <li>• Skill instruction with whole or small group</li> <li>• Assess and gather data</li> <li>• Work with classroom teacher as needed</li> </ul>	I	Area schools: Middle Grades
Edu 323 – Math Methods Elementary Grades (20 field hours)	<ul style="list-style-type: none"> <li>• Observe math instruction, reflecting on core content and national standards</li> <li>• Interact with and instruct students in small group or whole class setting</li> <li>• Design and implement math lessons</li> <li>• Assess and gather data</li> <li>• Reflect on methods, strategies, techniques</li> </ul>	I	Area schools: Elementary
Edu 324 - Teaching Math	<ul style="list-style-type: none"> <li>• Observe math instruction, reflecting on core content and national standards</li> </ul>	I	Area schools: Middle Grades

Course	Expectations/EPSTB Components	I/G	Typical Site(s)
(20 field hours)	<ul style="list-style-type: none"> <li>• Interact with and instruct students in small group or whole class setting</li> <li>• Design and implement math lessons</li> <li>• Assess and gather data</li> <li>• Reflect on methods, strategies, techniques</li> </ul>		
Edu 325– Teaching Lang Arts Elementary School (20 field hours)	<ul style="list-style-type: none"> <li>• Participation in language arts instruction</li> <li>• Tutorial or mentoring relationship; small group instruction</li> <li>• Assess and gather data</li> <li>• Work with classroom teacher as needed</li> </ul>	I	Area schools: Elementary
Edu 326 - Teaching Lang Arts Content Area (20 field hours)	<ul style="list-style-type: none"> <li>• Participation in language arts instruction</li> <li>• Tutorial or mentoring relationship; small group instruction</li> <li>• Assess and gather data</li> <li>• Work with classroom teacher as needed</li> </ul>	I	Area schools: Middle Grades
Edu 327 – Teaching Reading: Secondary Schools (20 field hours)	<ul style="list-style-type: none"> <li>• Participation in reading instruction</li> <li>• Tutorial or mentoring relationship; small group instruction</li> <li>• Skill instruction with whole or small group</li> <li>• Assess and gather data</li> <li>• Work with classroom teacher as needed</li> </ul>	I	Area schools: Secondary
Edu 328 – Teaching Social Studies (20 field hours)	<ul style="list-style-type: none"> <li>• Observe &amp; experience teaching social studies</li> <li>• Focus on multicultural activities, awareness of gender issues, explore multiple assessments</li> <li>• Teach Social Studies lesson(s) or unit</li> <li>• Identify national social studies standards being addressed in the classroom(s)</li> <li>• Assess and gather data</li> </ul>	I	Area schools: Middle Grades
Edu 329 – Teaching Science (20 field hours)	<ul style="list-style-type: none"> <li>• Interview teacher(s) and learners</li> <li>• Come to know students' science backgrounds</li> <li>• Plan a unit; teach lesson(s) from the unit</li> <li>• Work with classroom teacher as needed</li> <li>• Assess and gather data</li> </ul>	I	Area schools: Middle Grades
Edu 334 – Introduction to Learning & Behavior Disorders	<ul style="list-style-type: none"> <li>• Observe teachers and reflect on classroom management, methodology, &amp; strategies</li> <li>• Observe students with special needs and reflect on their characteristics, learning styles, &amp; modifications</li> <li>• Interact with and instruct students in informal &amp; one-on-one or small group settings</li> </ul>	I	Area schools: Special Education programs (Elementary, Middle, or Secondary)

Course	Expectations/EPSTB Components	I/G	Typical Site(s)
(20 field hours; two placements of 10 hours each)	<ul style="list-style-type: none"> <li>Assess and gather data</li> <li>Reflect on own methods, strategies, techniques</li> </ul>		
Edu 336 – Methods: LBD (20 field hours)	<ul style="list-style-type: none"> <li>Interact with teachers and students in special education programming</li> <li>Interact with and instruct students in informal &amp; one-on-one or small group settings</li> <li>Develop lesson sequence; implement at least one lesson</li> <li>Assess and gather data</li> <li>Reflect on own methods, strategies, techniques</li> </ul>	I	Area schools: Special Education programs (Elementary, Middle, or Secondary)
Edu 337 – Behavior Disorders: Techniques & Procedures (20 field hours)	<ul style="list-style-type: none"> <li>Observe teachers and reflect on classroom climate &amp; management, methodology, &amp; strategies</li> <li>Observe students &amp; reflect on characteristics, learning processes, behavioral issues, &amp; social skills</li> <li>Interact with and instruct students in informal &amp; one-on-one or small group settings</li> <li>Conduct functional behavioral assessments; develop a behavioral intervention plan</li> <li>Assess and gather instructional data</li> <li>Reflect on own methods, strategies, techniques</li> </ul>	I	Area schools: Special Education programs (Elementary, Middle, or Secondary)
Edu 340 – Teaching Secondary School Subjects (30 field hours)	<ul style="list-style-type: none"> <li>Interact with and instruct students in informal or small group settings; tutorial activities</li> <li>One or more of the following: <ul style="list-style-type: none"> <li>Plan lesson with the teacher</li> <li>Teach all or part of lesson from supervisor’s lesson plan</li> <li>Plan lesson for or develop resources for the teacher</li> <li>Plan unit; teach lesson or series of lessons</li> </ul> </li> </ul>	I	Area schools: Secondary
Edu 350 – Diagnosis & Assessment in Special Education (5-10 field hours)	<ul style="list-style-type: none"> <li>Select child between the ages of 7 and 14 (preferably older than 7 and younger than 14)</li> <li>Assess using both standardized and criterion referenced tools (receptive vocabulary, general achievement, reading, math)</li> <li>Use ethical practices (e.g., parent permission, background information,</li> </ul>	I	Neighborhood or Family members (avoid children already with IEPs)

Course	Expectations/EPSPB Components	I/G	Typical Site(s)
	appropriate supportive notes, correct scoring and interpretation)		
Edu 360 – Teaching Literacy across the Curriculum (20 field hours)	<ul style="list-style-type: none"> <li>• Participation in reading instruction</li> <li>• Tutorial or mentoring relationship; small group instruction</li> <li>• Skill instruction with whole or small group</li> <li>• Assess and gather data</li> <li>• Work with classroom teacher as needed</li> </ul>	I	Area schools: Secondary
Edu 399 – Independent Study (field hours will vary)	<ul style="list-style-type: none"> <li>• Various expectations based on the needs of the candidate – see individual syllabi for specific requirements</li> </ul>	I	Area schools: various grade levels
Edu 401 – ESL: Language & Culture (10 field hours)	<ul style="list-style-type: none"> <li>• Observe culturally diverse classrooms</li> <li>• Observe universal and particular beliefs of various cultures</li> <li>• Interact with teachers and students in ESL program</li> </ul>	I	School(s) with concentrations of culturally diverse students
Edu 402 – ESL: Acquisition & the Skill Set for Teaching ESL Students (10 field hours)	<ul style="list-style-type: none"> <li>• Participate in reading instruction of ESL population</li> <li>• Observe language acquisition</li> <li>• Reflect on language acquisition's impact on ESL pedagogy</li> </ul>	I	School(s) with concentrations of culturally diverse students
Edu 403 – ESL: Methods & Materials Teaching P-12 ESL Students (10 field hours)	<ul style="list-style-type: none"> <li>• Participate in instruction of ESL</li> <li>• Reflect on impact of various methods, techniques &amp; approaches used for teaching second language acquisition</li> <li>• Assess learning based on methodology</li> </ul>	I	School(s) with concentrations of culturally diverse students
Edu 404 – ESL Practicum (30 field hours)	<ul style="list-style-type: none"> <li>• Assess, design, and implement systematic instruction and collaborative practices for ESL students</li> <li>• Reflect on own methods, strategies &amp; techniques for professional growth</li> </ul>	I	School(s) with concentrations of culturally diverse students
Edu 410 – Methods/ Materials: Secondary Curriculum (35 field hours)	<ul style="list-style-type: none"> <li>• Interact with and instruct students in informal or small group settings; tutorial activities</li> <li>• Emphasize alternative approaches; locate &amp; share activities for diverse classrooms</li> <li>• Two or more of the following:</li> <li>• Plan lesson with the teacher</li> <li>• Teach all or part of lesson from supervisor's lesson plan</li> </ul>	I	Area schools: Secondary

Course	Expectations/EP SB Components	I/G	Typical Site(s)
	<ul style="list-style-type: none"> <li>Plan lesson for or develop resources for the teacher</li> <li>Plan unit; teach lesson or series of lessons</li> </ul>		
Edu 412 – Curriculum & Classroom Management for Middle Grades (15 field hours)	<ul style="list-style-type: none"> <li>Focus on curriculum, assessment &amp; classroom management</li> <li>Work with small group instruction</li> <li>Develop unit and teach lesson(s)</li> <li>Assess and gather data</li> <li>Work with classroom teacher as needed</li> <li>Video and critique a lesson</li> </ul>	I	Area schools: Middle
Edu 413 – Curriculum & Classroom Management (15 field hours)	<ul style="list-style-type: none"> <li>Focus on curriculum, assessment &amp; classroom management</li> <li>Work with small group instruction</li> <li>Develop unit and teach lesson(s)</li> <li>Assess and gather data</li> <li>Work with classroom teacher as needed</li> <li>Video and critique a lesson</li> </ul>	I	Area schools: Elementary
Edu 415, 416, 417, or 419 – Practicum Elementary, Middle School, Secondary, P-12 Art, and P-12 Spanish (50 field hours)	<ul style="list-style-type: none"> <li>Long-term, consistent placement minimum of 2 days per week for 7 weeks (prefer 3 or more days per week)</li> <li>Become as involved in the class as possible</li> <li>Within last one-fourth of the experience (at least) accept instructional responsibility for portion of each day in setting</li> <li>Develop, teach, &amp; assess a unit</li> <li>Assess and gather data</li> <li>Attend Sight Based Decision Making council</li> <li>Attend PLC</li> <li>Interactions with families</li> <li>Attend a School Board meeting</li> <li>Attend a School-based Council Meeting</li> </ul>	I	Area schools: Elementary, Middle, Secondary, content area specific to teacher candidate's major.
Edu 418 – Practicum: Special Education LBD (50 field hours or more)	<ul style="list-style-type: none"> <li>Long-term, consistent placement minimum of 2 days per week for 7 weeks (prefer 3 or more days per week)</li> <li>Become as involved in the class as possible</li> <li>Within last one-fourth of the experience (at least) accept instructional responsibility for portion of each day in setting</li> <li>Develop, teach, &amp; assess a unit</li> <li>As possible, participate in IEP and Behavior Plan development</li> <li>Assess and gather data</li> </ul>	I	Area schools: Special Education programs (Elementary, Middle, or Secondary)

Course	Expectations/EPSTB Components	I/G	Typical Site(s)
Edu 426 – Professional Laboratory Experiences	<ul style="list-style-type: none"> <li>• Various expectations based on the needs of the candidate – see individual syllabi for specific requirements</li> </ul>	I	Area schools: Elementary; Middle Grades; Secondary; Special Education; Art; Spanish
Edu 430 – Adaptive & Assistive Technology: Communication & Curricular Issues (10 field hours)	<ul style="list-style-type: none"> <li>• Observe at Wendell Foster Center for utilization of adaptive and assistive technologies</li> <li>• Emphasis is not on direct involvement unless appropriate or possible</li> <li>• Western Kentucky Assistive Technology</li> </ul>	I/G	Wendell Foster Center, Western KY Assistive Technology Center (WKATC) or other setting with AAC
Edu 441 – Career Education & Family Life (15 field hours)	<ul style="list-style-type: none"> <li>• Engage in classroom where career goals and learning of life skills are core</li> <li>• Become aware of unique needs of different student populations and need for specialized instruction</li> <li>• Participate in IITP if possible</li> </ul>	I/G	Diverse high school settings; one with traditional freshman career course and the other a life skills and basic job skills class (traditionally for students with special needs)
Edu 443 – Legal Aspects, Parental Issues & the IEP	<ul style="list-style-type: none"> <li>• In class experience with mock IEP conference</li> </ul>	I/G	No field experience is required for this course.

## Projected Field Hours Across All School of Education Courses

**Table 3 – Projected Field Hours Across All School of Education Courses**

	COURSE TITLE	FIELD	Eng. Secondary	M/Bio/SS Secondary	Art	SPN	ENG/SC	ENG/SS	ENG/M	SC/SS	SC/M	SS/M	Elem	Sped /Elem	Sped /Mid
Edu 103	Orientation in Special Education	5												5	5
Edu 204	Introduction to Education	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Edu 213	School Health, Safety, Nutrition & the Environment	10											10	10	10
Edu 246	Technology Application & Integration in Education	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Edu 255	Teaching Diverse Populations of Children & Youth	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Edu 256	Adaptive Physical Education	5												5	5
Edu 257	Physical Education (P-5)	10											10	10	
Edu 301	Growth, Development, and Learning Theory	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Edu 307	Early Childhood: Special Education	15												15	15
Edu 314	Children's Literature	15											15	15	
Edu 315	Adolescent Literature	15					15	15	15						*
Edu 319	Social Studies in Elementary Grades	20											20	20	
Edu 320	Science for Elementary Grades	20											20	20	
Edu 321	Teaching Reading in the Elementary Schools	20											20	20	
Edu 322	Teaching Reading in Content Areas	20			20	20	20	20	20	20	20	20			20
Edu 323	Math Methods for Elementary Grades	20											20	20	
Edu 324	Teaching Mathematics	20							20		20	20			*

	<b>COURSE TITLE</b>	<b>FIELD</b>	<b>Eng. Secondary</b>	<b>M/Bio/SS Secondary</b>	<b>Art</b>	<b>SPN</b>	<b>ENG/SC</b>	<b>ENG/SS</b>	<b>ENG/M</b>	<b>SC/SS</b>	<b>SC/M</b>	<b>SS/M</b>	<b>Elem</b>	<b>Sped /Elem</b>	<b>Sped /Mid</b>
Edu 325	Teaching Lang Arts in the Elementary School	20											20	20	
Edu 326	Teaching Language Arts in the Content Areas	20					20	20	20	20	20	20			20
Edu 327	Teaching Reading: Secondary Schools	20	20		20	20									
Edu 328	Teaching Social Studies	20						20		20		20			*
Edu 329	Teaching Science	20					20			20	20				*
Edu 334	Introduction to Learning & Behavior Disorders	20												20	20
Edu 336	Methods: LBD	20												20	20
Edu 337	Behavior Disorders: Techniques & Procedures	20												20	20
Edu 340	Teaching Secondary School Subjects	30	30	30	30	30									
Edu 350	Diagnosis & Assessment in Special Education	5												5	5
Edu 360	Teaching Literacy Across the Curriculum	20	20	20	20	20									
Edu 401	ESL: Language and Culture	10													
Edu 402	ESL: Acquisition and Skill Set for Teaching ESL Students	10													
Edu 403	ESL: Methods and Materials for Teaching P-12 ESL Students	10													
Edu 404	ESL Practicum	30													
Edu 410	Methods & Materials: Secondary Curriculum	35	35	35	35	35									
Edu 412	Curriculum & Classroom Management for the Middle Grades	15			15	15	15	15	15	15	15	15			15
Edu 413	Curriculum and Classroom Management	15											15	15	

	<b>COURSE TITLE</b>	<b>FIELD</b>	<b>Eng. Secondary</b>	<b>M/Bio/SS Secondary</b>	<b>Art</b>	<b>SPN</b>	<b>ENG/ SC</b>	<b>ENG/ SS</b>	<b>ENG/ M</b>	<b>SC/ SS</b>	<b>SC/ M</b>	<b>SS/ M</b>	<b>Elem</b>	<b>Sped /Elem</b>	<b>Sped /Mid</b>
Edu 415	Practicum – Elementary (P-5)	50											50		
Edu 416	Practicum – Middle School (5-9)	50					50	50	50	50	50	50			
Edu 417	Practicum – Secondary (8-12)	50	50	50											
Edu 418	Practicum – Special Education: LBD**	50												50	50
Edu 419	Practicum – P-12 Art or Spanish	50			50	50									
Edu 430	Adaptive & Assistive Technology: Communication & Curricular Issues	10												10	10
Edu 441	Career Education and Family Life	15												15	15
Edu 443	Legal Aspects, Parental Issues & the IEP														
	<b>TOTAL FIELD HOURS</b>	<b>875</b>	<b>220</b>	<b>200</b>	<b>255</b>	<b>255</b>	<b>205</b>	<b>205</b>	<b>205</b>	<b>210</b>	<b>210</b>	<b>210</b>	<b>265</b>	<b>380</b>	<b>315</b>

\* Special Ed with Middle School candidates are required to take reading and language arts and specified content methods; candidates with Middle School English emphasis also take Adolescent lit (Edu 315). \*

## Assessment of Candidate Performance

Candidates' participation in, preparation for, and professionalism within each field experience are evaluated by their course instructors and by their field supervisors. The field evaluation form (Edu #16a) reflects Brescia dispositions and elements of the Kentucky Teacher Performance Standards; the field supervisors are asked to evaluate the candidates based upon both performance and potential for success. Summary results of these evaluations are shared with the candidates and prove to be invaluable in facilitating candidates' professional growth.

In many areas, expected levels of demonstrated competence will rise as the course level increases; for example, evidence of use of well-developed and appropriately diverse strategies would probably not be evident in 200-level assignments, but would be an absolute necessity in the 400-level field placements. Many field placements at the 200 level are group placements and will be evaluated informally by the course instructor; the individual 200-level placements should (where possible) be evaluated by the field supervisor. Almost all placements at the 300- and 400-levels are individual assignments and should be evaluated at least once during the placement. Any course with 10 or more assigned field experience hours should be evaluated using the correct evaluation tool.

The candidate is responsible for providing an evaluation form(s) to the field supervisor and may also assume the responsibility for returning the completed form to his/her course instructor. The field supervisor is also free to either mail the completed evaluation(s) or request an electronic version which could be submitted as an email attachment. A copy of the evaluation form (Edu #16a) is in the Appendix.

## POLICIES AND PRACTICES

### Absence Notification

Field placements are presumed to be professional commitments; when unable to meet for a scheduled field experience, the candidate must notify the school or agency, their field supervisor, and their Brescia University faculty member.

### Background Checks

Prior to beginning any field placement, the candidate will have obtained and submitted a valid background check. Kentucky residents will utilize the [Kentucky Court of Justice](#) for the background check and the [Cabinet for Health and Family Services](#) for the child abuse and neglect check (CAN). Students can contact the Field Experience Coordinator for assistance in completing both document requests. Candidates from other states will need to obtain this from their state law enforcement agency. This service carries a fee which is the responsibility of each candidate. This background check is usually conducted as a part of the introductory 200-level classes – “Introduction to Education” or “Teaching Diverse Populations of Children and Youth.” Copies of a recent (within 6 months) background clearance performed through another similar agency can be substituted. This must be completed and on file in the Field Experience Coordinator’s office prior to entering a school. If a candidate withdraws or leaves the School of Education and/or Brescia University, candidate is responsible for obtaining an updated background check should the student return to Brescia University and the School of Education

Before Clinical Practice a more comprehensive background check requiring fingerprints will be conducted. The candidate must request this through the Central Office of the School District where they plan to do their clinical practice. A copy of this report must be submitted to the School of Education office.

In addition to the comprehensive background check completed at the point of entry into Clinical Practice, the candidate must have a background check complete through the Central Registry in Kentucky. The forms and results should be kept in the Brescia University School of Education’s office prior to being accepted into Clinical Practice

### Child Abuse

The candidate must be aware of the school district’s policy in regard to teacher responsibilities and the requirements of the Kentucky statutes: *“Any person who knows or has reasonable cause to believe that a child is abused shall immediately make an oral or written report to the Cabinet, a law enforcement agency, or a county attorney.”* KRS 620.030.

## **Confidentiality**

All personally identifiable information obtained from a field experience must be kept confidential at all times. Discussing any such information publicly (and that includes with your roommate or your spouse) puts your professionalism as an educator in question, is unethical, and is in violation of the Family Education Right to Privacy Act (FERPA). There must be a confidentiality agreement on file in the Field Experience Coordinator's office each semester a student is enrolled in an education course.

## **Contracts**

Brescia University's School of Education maintains contracts with area school districts that provide a commitment between the contracted school district and the School of Education to permit candidates to participate within the schools under the supervision of certified employees.

## **Corporal Punishment**

Under no circumstances is a candidate to administer any form of corporal punishment to P-12 students or serve as a witness when any certified teacher administers such punishment.

## **CRC – Sr. Sharon Sullivan Curriculum Resource Center (CRC) Materials**

Candidates may access material from the CRC for use in their field experiences. Material must be returned in good condition prior to the end of the field placement. The cost of replacing any material lost or damaged will be the responsibility of the candidate and a hold may be placed on the student's Brescia University account through the business office.

## **Documentation of Candidate Field Experiences**

Documentation of the location and duration of candidate field experiences is maintained both electronically and in hard copy in the School of Education office. Candidates who transfer to Brescia's program should arrange for records of their earlier field experiences and the nature of those placements to be sent to Brescia's School of Education office.

## Evaluations

Any candidate serving ten (10) or more hours in a single setting should be evaluated formally by the Field Supervisor [using form Edu #16]. These evaluation forms will be sent to the Field Supervisor after the candidate has completed the top part of the form; it is the responsibility of the candidate to ensure the Field Supervisor received the form. The purpose of these evaluations is formative and should help the candidates mature as teachers. Summary results of these evaluations will help constitute the grade value of the field experience within the classes. The copies of the evaluations should be shared with the candidates by the course instructor and used as assessment data for Professional Growth Plan development with advisor. Originals of the evaluations are included in candidate's official record and shared with the student on Taskstream.

## Field Accountability Forms

Each candidate participating in field experiences should get one or more "Field Accountability Forms" (Edu #20) from the School of Education Field Experience Coordinator's office and will be responsible for maintaining the form(s), obtaining field supervisor signature(s), and returning the form(s) to their course instructor(s) when the field experience is complete. Separate forms should be maintained for different classes. The candidate must enter into KFETS the hours logged on the Field Accountability Form. The Field Experience Coordinator will verify the hours comparatively.

## Field "Journals" or "Reflections"

The nature of the field journals or written reflections will vary from class to class. However, candidates must maintain a written reflective record of their experiences. Many School of Education faculty will expect field participants to maintain reflective email journals and will respond in kind.

## Host School Policies

Candidates must follow the host school's policies as they apply to regularly employed teachers. Candidates must check in at the front office of the host school.

## Name Tags

The candidates are to wear their School of Education name tags when officially representing the University in field experience placements. The tag is obtained through the introductory courses with the Field Experience Coordinator; lost tags can be replaced for a fee of one dollar each.

## **Number of Hours – “Two Hundred Hours” Requirement**

Prior to admission to Clinical practice, candidates must complete 200 hours of field; defined as participation or involvement with students or clients in educational settings (or – in pre-identified courses) per 16 KAR 5:040.

## **Placement**

The initial formal contact for any field placement must be made by the Field Experience Coordinator. Although candidates may request specific placements and informally converse with persons at that site prior to beginning the actual placement, Field Experience Coordinator must make first contact to secure the placement. Sites differ in their practices; typically the principal is the first contact for the placement process, other schools have a person who has been given the responsibility for field experiences within their schools or districts. Wherever possible, the placement contacts should occur within the first month of the semester. Please remember that the Field Supervisors are providing a voluntary service to Brescia and the candidates.

## **Probation/Termination from the School of Education**

Candidates may be placed on probation or terminated from Brescia University’s School of Education teacher preparation program if, in the professional judgment of the education faculty, violations of professional and /or ethical codes have occurred. These may include but are not limited to:

### **Academic Reasons for Probation/Termination**

1. Failure to maintain academic and GPA requirements as established by Brescia University and the School of Education.
2. Academic dishonesty as defined by Brescia University policy.
3. Poor performance in Field Experiences, Practicum or Clinical Practice.

The process for termination may be sudden or gradual based on the seriousness of the violation. If a candidate is placed on probation for academic reasons, the probation also applies in the School of Education and prevents any further progression in the teacher preparation program (e.g. Admission to School of Education or enrollment in Edu prefix courses or Admission to Clinical Practice). The Vice President for Academic Affairs/Academic Dean, the candidate, and faculty advisor(s) in the School of Education and in content area(s) as appropriate will meet to create a plan of action with a monitoring timeline that includes interaction with advisor(s). Candidates successfully completing a plan of action and who are

removed from probation may seek to progress in the School of Education. Those candidates not completing the plan of action are terminated from the School of Education program. In either case, The Chair of the School of Education will notify the candidate in writing of the decision and the specific reason(s) for the action and provide information regarding avenues for appeal/grievance as stipulated in the Brescia University Student Handbook.

### **Non-academic reasons for Probation/Termination**

Candidates may be denied Admission to the School of Education, Admission to Clinical Practice or be terminated from the School of Education for any of the following non-academic reasons which may be personal or professional:

1. Overtly expressed attitudes and values in opposition to those found in the Professional Code of Ethics for Kentucky School Certified Personnel (<http://www.kyepsb.net/legal/ethics.asp>) 16 KAR 1.020 or any code of ethics related to any area of certification/licensure within a teacher preparation program (SPAs)
2. Evidence of chemical dependency.
3. Mental/emotional difficulties that impair performance, interactions, and relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.
4. Evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment.
5. Personal issues, which impair performance, interactions, relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.
6. Personal goals inconsistent with the Mission of the School of Education and the conceptual framework.
7. Sanction(s) for behavioral or use of social media incidents.

### **Termination Process**

Prior to termination, the candidate will be provided with verbal and written notification of impending probation and/or termination. The Chair of the School of Education will call a meeting of the School of Education faculty and content area faculty advisor(s) if necessary to review the issue(s). A meeting with the candidate may be necessary to gather information, discuss the issue, and review, if the possibility exists, alternate options to termination. If a viable option exists, the candidate and the committee negotiate a plan of action specifying steps to be taken toward resolution. The candidate's advisor(s) oversee(s) the completion of the contract. A final interview with a committee composed of faculty/advisors and selected peer representatives is conducted to determine if the contract has been successfully completed. The Chair of the School of Education will provide written notification of the committee's decision within five (5) working days of the scheduled meeting. The Chair of the School of Education will also notify Teacher Education Advisory Committee (TEAC) members in writing when circumstances for a

candidate have resulted in a review and the outcome of that review. Decisions made by the committee can be appealed by the candidate filing an appeal or grievance. This grievance procedure is found in the Brescia University Student Handbook.

### **Grievance Procedure**

Every precaution will be taken to protect the candidate's rights. If the candidate does not concur with the recommendations of the School of Education committee, an appeal may be filed through Brescia University channels of appeal consistent with the grievance procedures.

## **Responsibilities –Candidates**

Candidates taking part in field placements are expected to:

- conduct themselves as ethical professionals at all times;
- dress in a manner appropriate to the setting and program;
- become familiar with school policies, ancillary personnel, classroom schedules, management procedures, available resources;
- make themselves aware of the field outcomes and expectations specific to the class for which they are engaging in the field experience;
- communicate to the field supervisor these expectations;
- regularly communicate with their Brescia course instructor about their field experiences through journals, assignments, email as appropriate;
- wear their School of Education name tag; be professional in regard to schedules, punctuality, and meeting expectations and obligations.

## **Responsibilities – Field Supervisors**

Field supervisors agree to:

- share their expertise and resources with the candidates;
- make possible interactive teaching experiences (where appropriate) for the candidates;
- introduce the candidate to their own school/agency community;
- share – as appropriate – background and information about their students/clients;
- put those candidates to work;

- inform the relevant School of Education faculty if they have a concern about the performance or professionalism of any candidate;
- complete, where required, the formal Field Evaluation for each of their participating candidates.

## Responsibilities – Brescia University Faculty/Field Experience Coordinator

Brescia University faculty/Field Experience Coordinator agree to:

- make the initial placement contact with the school or agency;
- verify that the School of Education has a record of a positive background check and clear child abuse and neglect check (CAN) for the candidate(s) to be placed;
- share their expertise and resources with the candidates and field supervisor(s);
- clearly indicate expectations for the candidate and the field supervisor;
- maintain an open line of communication with the candidate(s) and the field supervisor(s).
- The CRC director arranges placement for education classes.

## Variety in Field Experiences

### Policy

The following policies are intended to ensure field experiences in compliance with 16 KAR 5:040. Admission, placement, and supervision in student teaching - **Section 3.(3)**: Beginning September 1, 2013, prior to admission to student teaching, each candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

- a. Engagement with diverse populations: At least 80% of the 200-hour field experience requirement must be in schools or settings with a greater than 20% minority population (greater than 11% in middle or secondary settings), or with a greater than 15% migrant population.
  1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member. *[At least 20 hours must involve direct contact with students from a minimum of 2 different ethnic/cultural groups of which the candidate is not a member.]*
  2. Students from different socioeconomic groups. *[At least 44 hours of the basic 200-hour requirement - must be in schools with a Title I designation.]*

3. English language learners. *[At least 5 hours must involve direct contact in a program or setting serving English language learners.]*
  4. Students with disabilities. *[At least 26 hours must involve direct contact in a program or setting serving children or adults with exceptional needs.]*
  5. Students from across elementary, middle school, and secondary grade levels. *[At least 20 hours must involve direct contact in a program or setting serving students at all each grade level listed above.]*
- b. Observation in schools and related agencies: *Family Resource Centers, Youth Service Centers*
  - c. Student tutoring;
  - d. Interaction with families of students;
  - e. Attendance at school board and school-based council meetings;
  - f. Participation in a school-based professional learning community;
  - g. Opportunities to assist teachers or other school professionals; and
  - h. Other

### **Economic Diversity**

At least 22% of the basic 200-hour requirement (44 of the 200 field hours or approximately one in every six placements) must be in schools with a Title I designation.

### **Diverse Learning Needs**

At least 26\* hours must involve direct contact in a program or setting serving children or adults with exceptional needs.

### **Variety in Placement Sites**

No more than 66.67% (or two thirds) of a candidate's field hours can occur in the same setting.

**NOTE:** Most candidates will have field experiences in a much broader range of sites; however, from time to time, candidates will be combining full-time work in a public or private school setting while pursuing a degree or certification at Brescia. In support of the candidate's work, the School of Education will work with that candidate to structure the majority of their field experiences at their work site. That candidate will still be expected to meet the requirements in Section a) 1-5

# APPENDICES & FORMS

## Appendix A: Sample of Possible Guidelines for Observations

### I. General Observations

1. What is the subject being taught? What are the stated or implied goals?
2. How does the teacher motivate the student(s)? How is the lesson opened?
3. What materials and equipment are used? What technologies?
4. How are students' responses reinforced?
5. What evidence is there of good teacher-pupil relationships?
  - i. Describe the relationships.
  - ii. If necessary, describe what is hindering the relationships.
6. Eavesdrop on some student to student conversations and tune into the topics of talk. Record some examples of what is said.
7. What attempts are made by the teacher to initiate the materials being presented from the students' instructional level and interest point? If you perceive no such attempts by the teacher, what might the reason be?
8. How does the teacher close class?
9. Describe the physical atmosphere in the classroom (comfort, color schemes, noise, temperature, lighting, furniture organization, bulletin boards, etc.).
  - i. Does this atmosphere reinforce-encourage, or detract from the teacher's approach? Explain
  - ii. Does the atmosphere encourage-reinforce, or detract from the students' reactions? Explain
  - iii. Does the atmosphere encourage-reinforce, or detract from the lesson or student learning? Explain
10. From your observations, select one aspect which impressed you enough to consider incorporating in your own teaching. Identify one aspect you would reject; explain.

### II. Observation of Non-Verbal Behavior

1. Where does the teacher spend most of the time in the class? Does the teacher's physical position vary with the kind of message s/he is sending? Explain.
2. Describe facial and body gestures.
3. Where does the teacher direct his/her eyes?
4. Does the teacher's dress and grooming reinforce or detract from the teacher's verbal message? Explain why or why not.
5. From your observation of the teacher, identify what you feel are the non-verbal messages being sent.
6. What attitude is conveyed by students' non-verbal behavior as they enter the room?
7. Check if the students do the following:

_____ attentively listen	_____ slouch	_____ passively listen
_____ make eye contact with the teacher		_____ nod, sleep
_____ respond without raising hands		_____ raise hands
_____ avoid eye contact with the teacher		_____ watch clock
_____ work on homework from another class		_____ fidget
8. What are the three most common behaviors, and why do these particular three occur? (use the above list)

**EDU#16A: Field Supervisor's Evaluation**

**BRESCIA UNIVERSITY  
SCHOOL OF EDUCATION  
FIELD SUPERVISOR'S EVALUATION**

EDU #16A

Candidate \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Site \_\_\_\_\_ Field/Site Supervisor \_\_\_\_\_

Grade/Age \_\_\_\_\_ Activity \_\_\_\_\_ Type of Class \_\_\_\_\_

University Instructor \_\_\_\_\_ EDU \_\_\_\_\_ Course Title \_\_\_\_\_

Please rate your candidate on the following rating scale.

**(Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary)**

When appropriate, you may also indicate "No Opportunity to Observe"

	Behaviors	Rating	Comments (if any)	No Opportunity to Observe
<b>DISPOSITIONS</b>				
<b>Ethics</b>	1. Uses confidentiality with student information gathered and used during the experience and does not use said information to influence decision regarding student needs.			
	2. Articulates and shows respect for all students so they are not embarrassed or feel disparagement.			
	3. Applies behaviors that are representative of the profession and treats all supervisors, administrators and parents with dignity.			
	4. Assesses and adapts professional and personal behaviors that are consistent to the profession.			
<b>Advocacy</b>	5. Applies appropriate academic and social justice to develop advocacy strategies for all students.			
	6. Makes use of suggested advocacy strategies and models appropriate behavior.			
	7. Establishes collaborative relationships with parent and school personnel to ensure rights of children and parents are not violated			
	8. Shows and uses appropriate dispositions that facilitate the design of services in the child's best interest			
<b>Service</b>	9. Demonstrates initiative and is willing to learn and participate.			
	10. Adapts level of engagement based on suggestions from supervisor(s).			
	11. Uses current knowledge and takes initiative, suggests or assists in activities beyond the scope of the current experience.			
<b>Lifelong Learning</b>	12. Discusses and plans with appropriate personnel the value of life-long learning.			
	13. Participates in campus, P-12 professional development or professional organization workshop that is related to their field.			
	14. Connects learning to "real life" and demonstrates relevance.			
	15. Communicates eagerness & curiosity about professional practice.			

<b>Professional Skills</b>	16. Presents and shows professional behaviors expected in the profession (dress, speaking, collegiality).			
	17. Demonstrates an understanding, communicates and models the Kentucky Core Academic Skills and their respective content.			
	18. Examines, selects, reflects and designs appropriate lesson(s) in concert with the field supervisor.			
	19. Identifies and makes use of diverse strategies to improve student learning outcomes.			
	20. Identifies, models and can discuss appropriate classroom or behavior management strategies that maintain the respect for all students.			
<b>OVERALL RATING</b>				

How would you like to have this person teaching next door to you next year (realizing, of course, that this candidate has not yet experienced Clinical Practice)?

Further comments:

\_\_\_\_\_  
Signature – Field Supervisor

\_\_\_\_\_  
Date

Complete & mail in the enclosed envelope OR return to your Brescia student. – OR – Complete & save as word document; attach to email to your Brescia contact ([firstname.lastname@brescia.edu](mailto:firstname.lastname@brescia.edu)) – OR – Print, sign, and mail the evaluation to: School of Education, Brescia University, 717 Frederica Street, Owensboro, KY 42301. Thanks so much for working with a Brescia candidate.

*Revised Fall 2018*



## STUDENT RECORD CONFIDENTIALITY AND PROFESSIONAL DECORUM ACKNOWLEDGMENT

I understand that by virtue of my participation and/or enrollment in the following Course(s); (note all \_\_\_\_\_) at Brescia University, I agree to adhere to the following:

1. Dress professionally, according to staff dress code requirements for the school district or building in which I will be attending;
2. Follow ALL guidelines and expectations set by the school systems and/or administration during the Coronavirus pandemic;
3. Communicate with school staff in a professional manner;
4. Maintain a professional(teacher/student) relationship with all P-12 students with whom I come in contact with;
5. Recognize that I may have access to oral information and records, whether by paper copy or computer files, which contain individually identifiable information/confidential academic records on P-12 students, the disclosure of which is prohibited by the Family Education Rights and Privacy Act of 1974 (FERPA) and KRS 160.700 et seq. and that such disclosure could subject me to penalties imposed by law. I further acknowledge that I fully understand that the disclosure by me of this information to any unauthorized person could subject me to disciplinary action imposed by Brescia University, School of Education; and
6. Should circumstances change prior to application to Clinical Practice, report any changes that may be reflected on a background check to the Chair of School of Education immediately.

Also by signing below I agree that I have read and agree with the policies and procedures outlined in Brescia University's School of Education's Field Experience Handbook.

\_\_\_\_\_  
Print Candidate's Name

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Semester/Year

**This form is to be returned to the Field Experience Coordinator, before being placed for  
your field experience hours.**

**Field Experience Accountability Form #20**

First Name \_\_\_\_\_ MI \_\_\_\_\_ Last Name \_\_\_\_\_ BU Student ID \_\_\_\_\_ Course # \_\_\_\_\_

**Component Categories (choose only ONE)**

- B. Observations in Schools and Related Agencies including Family Resource Centers or Youth Services Centers
- C. Student tutoring
- D. Interaction with families of students
- E. Attendance at school board and school-based council meetings
- F. Participation in a school-based professional learning community
- G. Opportunities to assist teachers or other school professionals
- H. Other

**Student Diversity: (list all that apply)**

- I. Caucasian
- J. African American
- K. Hispanic
- L. Burmese
- M. Asian
- N. Other \_\_\_\_\_
- O. Gifted/Talented
- P. ESL
- Q. Free/Reduced
- R. Disabilities

**\*note time to the quarter hour\***

Date	Time In	Time Out	Today's Hours	Print Teacher's Name Teacher's Initials	School/Agency	List Field Experience Be Specific	List the Component Category & Student Diversity
							Comp.: _____ Diversity: _____ _____
							Comp.: _____ Diversity: _____ _____
							Comp.: _____ Diversity: _____ _____
							Comp.: _____ Diversity: _____ _____

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date