

Middle Grades Education Field Experience Handbook

**Professional Semester I (EDU 391)
&
Professional Semester II (EDU 394)**



**Northern Kentucky University
College of Education and Human Services**

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**Northern Kentucky University
College of Education and Human Services
CONCEPTUAL FRAMEWORK**



Committed to the Development of All Learners

Committed to the Development of All Learners is the theme that undergirds the Conceptual Framework for all

candidates are prepared to provide their students with opportunities to develop their technological knowledge and skills.

The Unit is committed to the

MIDDLE GRADES EDUCATION PROGRAM

- Theoretical approaches that explain learning and human growth and development
- The nature and needs of students with educational disabilities and those who are gifted and talented
- Role of the general educator in IEP development
- Bas

- How to facilitate cooperative group work
- Modes of learning, domains of learning (learning styles, multiple intelligences)
- Knowledge of different models of teaching (including inquiry-based) and learning (including constructivism)
-

FIELD EXPERIENCE

background check was not completed during the admissions process, the field experience student should notify the instructor on the first day of classes.

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 schools' programs and/or activities. NKU strongly recommends the purchase of an educator liability insurance policy. This coverage is included as a benefit of membership in the Student Education Association or from an independent agent.

Field Experience Placements

Field experience placements are made by the University Supervisor in cooperation with area middle schools. Building principals recommend members of his/her faculty who meet the minimum requirements (more than one year of teaching experience in the building, completion of his/her internship program, demonstration of effective instructional and classroom management practices, in good standing with the school district). Based on the principals' recommendations, the personal observations of the University Supervisors during previous semesters, and evaluations completed by former field experience students, teachers are selected and paired with pre-service teachers based upon the needed content area.

Sample Activities

During the field experience, pre-service teachers should be exposed to as many regular classroom activities as possible. While there may be times it is appropriate for the pre-service teacher to simply observe the cooperating teacher and/or students, observation should not consume a large portion of the pre-service teachers' time while at their field placements. To adequately prepare them for the classroom rigors they will experience in student teaching, the pre-service teachers need to take an active role in as many "teacher" responsibilities as possible.

In collaboration with the cooperating teacher, each pre-service teacher is required to plan and implement a minimum of three complete lessons. Each of these lessons will be planned using the KTIP lesson plan format (See Appendix) and formally observed and evaluated based upon the Kentucky Teacher Standards (See Appendix). In addition to the three required teaching experiences, pre-service teachers may be required to complete assignments required for other on-campus courses (e.g., conduct interviews, analyze student data, observe teaching techniques).

Cooperating teachers are encouraged to identify other activities for the pre-service teachers that would be of professional benefit. The following are some suggestions to consider:

- Teach mini-lessons or portions of a lesson planned by the cooperating teacher
- Teach full lessons in addition to those required
- Plan advisory activities
- Assist with use of technology
- Observe other teachers in the same content area
- Work with small groups of students or individuals on remedial or enrichment assignments
- Assist the cooperating teacher with unit and/or individual lesson planning
- Assist the cooperating teacher with preparation of materials, bulletin boards, attendance, etc.
- Attend team meetings or faculty meetings
- Correct papers and record grades
- Assist with cafeteria or field trip supervision

Attendance / Calendar

Field experience students will adhere to the calendars of both NKU and the field site. If classes are not in session at either NKU or the field site, students are not required to report to their placements. Perfect attendance is expected for all field experience courses; however, in the event a field experience student is unable to report to his/her site, he/she should follow the attendance policies outlined in the course syllabus, including notifying the University

I have read, understand, and will abide by the Professional Code of Ethics for Kentucky School Personnel.

Signature _____ Date _____

Educators' Code of Ethics

NKU College of Education and Human Services

This document is in effect for students enrolled in all of the undergraduate and graduate education programs in the College of Education and Human Services, which includes the educational leadership and school counseling programs.

- A. Students must demonstrate professional behavior in any activity on campus or in the community when representing the education programs in the College of Education and Human Services at Northern Kentucky University. Behaviors consistent with this standard include, but are not limited to, the following:
 - 1. The student shall comply with the Professional Code of Ethics for Kentucky Certified Personnel (<http://www.kyepsb.net/legal/ethics.asp>)
 - 2. The student shall comply with all policies, statutes, rules, and regulations.

Procedures for Violation

1. An instructor or administrator who believes that a student has violated the education programs' Code of Ethics shall communicate with the student within ten (10) working days from the date of the discovery to schedule a meeting to discuss the violation. The appropriate department chair will be apprised of the incident within five (5) working days following the meeting if the instructor believes the violation has been substantiated. The instructor may apply one or more of the following actions should a student be deemed to be in violation of the Code of Ethics:
 - a.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

**MATRIX OF COURSES/EXPERIENCES AND THE KENTUCKY
TEACHER STANDARDS (Initial Level)**

Program Standards in Accord with NCATE Specialized Professional Association

KTIP Lesson Plan

Intern Name:

Date:

of Students:

Age/Grade Level:

Content Area:

Unit Title:

Lesson Title:

Lesson Alignment to Unit (if applicable)

Respond to the following items:

- a) Identify essential questions and/or unit objective(s) addressed by this lesson.
- b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.
- c) Describe students' prior knowledge or focus of the previous learning.
- d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.
- e) Describe the characteristics of your studentT Qm /F1Qom/F1.

Lesson Analysis and Reflection
Completed AFTER teaching the lesson

Analyze and evaluate your lesson within two days of teaching it.

1.

**MIDDLE GRADES FIELD EXPERIENCE LESSON EVALUATION (EDU 391 & 394)
NORTHERN KENTUCKY UNIVERSITY**

NAME: _____ CONTENT/GRADE: _____
DATE: _____ SCHOOL: _____
OBSERVER: _____

MIDDLE GRADES FIELD EXPERIENCE LESSON EVALUATION (EDU 391 & 394)
NORTHERN KENTUCKY UNIVERSITY

NAME: _____ CONTENT/GRADE: _____
DATE: _____ SCHOOL: _____
OBSERVER: _____ Circle One: University Instructor / Cooperating Teacher

NOTES FROM OBSERVATION:

(Include with the observation notes any pertinent information relative to Kentucky Teacher Standards 8-10, if observed.)

Observer's Signature

Student's Signature

Signatures verify discussion about, not necessarily agreement with, the contents of the evaluation.

Elements of an ePortfolio for the Professional Semester I

Resume	Update your resume to reflect your field experience placement for Professional Semester I.
Philosophy	You should have completed your philosophy statement in Admissions Semester. Revisions may be made, but you will likely update your philosophy statement during student teaching.

Reflections

The reflection should demonstrate your learning and professional growth throughout the semester. It could include knowledge gained through coursework and assignments, observations from your field experience placement, and/or skills developed while teaching or working with students. Your reflection should address the following criteria:

- Write ONE reflection for Professional Semester I.
- Describe, in detail, your professional growth throughout the semester (what you learned through courses, assignments, and/or field experience). Support your learning with relevant artifacts. Indicate any actual or potential impact on middle school student learning.
- Cite any artifacts from Professional Semester I that you use as evidence in your reflection and that you have attached in your ePortfolio (minimum of 4 from Professional Semester I).
- Within the reflection, state which Kentucky Teacher Standard each artifact addresses.

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	<p>implementing instruction.</p> <ul style="list-style-type: none"> Classroom Management: in light of your contextual description, describe your expectations for classroom discipline and behavior management, classroom rules, and other processes you observed that promote a classroom environment conducive to student learning. <p>In light of your observations and the data presented above, describe what you have learned that will impact your practice as a new teacher.</p>
Standards and Performance Criteria	Completed in Admissions Semester.
Curriculum Contract	Include your signed contract if you did not do so in Admissions Semester.
Statement of Ownership	Completed in Admissions Semester.
Code of Ethics	Completed in Admissions Semester.

- Kentucky Teacher Standards listed at end of reflection
- Minimum of 6 standards addressed by end of Professional Semester I (from KTS #1-9)
- Observations must be linked to KTS
- Control of surface features
- Fewer than 6 KTS addressed
- Observations not linked to KTS
- Errors in surface details

Teaching and Learning Context

Write a new Teaching and Learning Context describing your field experience placement from

**PROFESSIONAL SEMESTER II FOLIOTEK RUBRIC
(EDU 392, 394, 396)**

