

# Guide to Early Field and Clinical Experiences

## Kentucky State University School of Education



*“Teachers as Liberators through Education”*

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## **Vision of the School of Education**

The vision of the School of Education is to prepare educators who will serve as “Teachers as Liberators through Education” to meet the needs of all students. Driven by our conceptual framework, we seek to produce effective teachers who are knowledgeable, articulate, and committed to the Kentucky Teacher Standards and Specialty Professional Areas. Our vision includes the training of professionals who demonstrate ethical decision-making, cultural competence, effective instructional strategies, and current technological expertise to improve outcomes for P-12 learners; who act as leaders in their classrooms, school, and the profession; and who embrace the idea that diversity is now the norm and not the outlier.

## **Mission of the School of Education**

As a professional teacher education program at a historically black, liberal studies 1890 land-grant institution, the School of Education at Kentucky State University (KSU) believes in the preparation of professional teachers who will pursue opportunities to serve as “Teachers as Liberators through Education” in whatever setting their career shall lead them. With an awareness of the ever-increasing diversity in our society and schools, the KSU Teacher Education Program strives to develop knowledgeable, skilled, and caring professionals who can effectively meet the challenges of educating all students.

## **Conceptual Framework of the School of Education**

The School of Education takes every opportunity to reinforce and model the tenets of “Teachers as Liberators through Education”. This goal is accomplished by engaging our teacher candidates in diverse and multiple field and clinical experiences through coursework, P-12 partners, university faculty and staff, and the community. Our conceptual framework establishes a shared vision for preparing educators to work effectively in P-12 schools. It provides direction for our teacher preparation programs, university courses, instruction, candidates’ performance evaluations, scholarship, service, and program accountability. The conceptual framework is articulated and shared coherently and consistently, within the School of Education and KSU, as well as with our P-12 partners. The four tenets of our Conceptual Framework are knowledge, skills, dispositions, and diversity.

## **Alignment with Standards**

The tenets of KSU’s conceptual framework are infused into the curriculum of all our teacher certification programs. Programs align with Kentucky standards for teachers, as adopted by the Education Professional Standards Board (EPSB). Standards for all programs other than Interdisciplinary Early Childhood Education (IECE) align with [Kentucky Teacher Standards](http://kyepsb.net/teacherprep/standards.asp) (effective 2/2008; <http://kyepsb.net/teacherprep/standards.asp>):

- |            |   |
|------------|---|
| Standard 1 | The teacher demonstrates applied content knowledge.     |
| Standard 2 | The teacher designs and plans instruction.              |
| Standard 3 | The teacher creates and maintains learning climate.     |
| Standard 4 | The teacher implements and manages instruction.         |
| Standard 5 | The teacher assesses and communicates learning results. |

Standard 6	The teacher demonstrates the implementation of technology
Standard 7	The teacher reflects on and evaluates teaching and learning.
Standard 8	The teacher collaborates with colleagues/parents/others.
Standard 9	The teacher evaluates and implements professional development.
Standard 10	The teacher provides leadership within school/community/profession.

The IECE program aligns with the [IECE Standards](http://www.kyepsb.net/teacherprep/iecestandards.asp) (adopted 1/1995 and revised 3/2003; <http://www.kyepsb.net/teacherprep/iecestandards.asp>):

<a href="#">Standard I</a>	Designs/Plans Instruction
<a href="#">Standard II</a>	Creates/Maintains Environments
<a href="#">Standard III</a>	Implements Instruction
<a href="#">Standard IV</a>	Assesses & Communicates Learning Results
<a href="#">Standard V</a>	Reflects/Evaluates Professional Practices
<a href="#">Standard VI</a>	Collaborates with Colleagues/Families/Others
<a href="#">Standard VII</a>	Engages in Professional Development
<a href="#">Standard VIII</a>	Supports Families
<a href="#">Standard IX</a>	Demonstrates Implementation of Technology

KSU's teacher education programs also align with appropriate learned society or specialized professional association standards (e.g., National Association for the Education of Young Children, Council on Exceptional Children).

### **Requirements for Early Field and Clinical Experiences**

Early field experiences and clinical experiences support the mission, vision, and Conceptual Framework of the School of Education. They provide teacher candidates multiple opportunities and settings in which to (a) deepen the knowledge they have gained through academic courses, (b) practice their pedagogical skills, (c) acquire the professional dispositions of a teacher, and (c) broaden their understanding of people through relationships with a diversity of educators and P-12 students.

- Early field experience (EFE): A teacher candidate goes to a P-12 classroom (preschool through 12<sup>th</sup> grade) of a partner school, with permission from the KSU Field Office and the school, to observe, interact, assist, and/or teach and then to analyze and reflect upon their experiences. These experiences are called *early* because they occur before the final student teaching, supervised teaching, or practicum experience. Most EFE are course-related, with placements determined by the KSU Field Office and course assignments determined by course instructors. Other EFE are not related to courses and are initiated by teacher candidates themselves, with the approval of their instructors.
- Clinical experience (CE): A teacher candidate participates, with clearance from the KSU Field Office, approval from a KSU instructor, and permission from a clinical site, in an activity that is related to P-12 education and is outside the classroom setting.

As of September 1, 2013, every teacher candidate must verify completion of **200 field hours** prior to admission to student teaching. This is mandated by Kentucky regulation (<http://www.lrc.state.ky.us/kar/016/005/040.htm>) and upheld by School of Education policy, across all our teacher preparation programs:

- Art (P-12);
- Biology (9-12);
- Elementary (P-5);
- Health (P-12);
- Health and Physical Education (P-12);
- English (9-12);
- Interdisciplinary Early Childhood Education (IECE, birth-K);
- Mathematics (9-12);
- Music (P-12);
- Physical Education (P-12);
- Social Studies (9-12); and
- Special Education (LBD, P-12, “MASPE”).

### **Prerequisite for Early Field and Clinical Experiences**

Before KSU teacher candidates are allowed to enter schools or to engage in any other setting with children and youth, they must verify that they have not committed any serious crimes. The School of Education requires verification of every candidate’s clear criminal history, whether or not it is mandated by a field or clinical partner. This level of clearance is the same as that required for volunteers who work with children and youth. **It is the candidate’s responsibility to (1) obtain his or her own criminal record report and (2) submit a copy of the report to the School of Education Field Office by the 10<sup>th</sup> day of KSU classes.** Candidates who fail to submit clear criminal reports by the deadline for a given semester may not complete field or clinical experiences that semester. The record is good for one year, so clearances from fall semester carry through spring and clearances from spring semester carry through the next fall.

In order to be “cleared for field”, the candidate must be cleared by the field partner and by the KSU Field Office. If a candidate’s criminal record shows reason for concern, including but not limited to a conviction for a crime involving alcohol, drugs, a weapon, violence, or a child, then the candidate is required to meet with the Coordinator of Field and Clinical Experiences to discuss the situation. If clearance is denied by KSU, the candidate may appeal the decision by writing a letter to the Teacher Education Committee (TEC) Appeals Committee. The Appeals Committee will gather relevant information and present the crucial elements to the Teacher Education Committee for a decision regarding the appeal.

The steps for “getting cleared” for field and clinical experiences follow:

1. The candidate obtains a criminal record report once a year.
2. The candidate submits a copy of the report to the School of Education Field Office by the deadline or informs the Field Office that he or she carrying a clearance over from the previous semester.
3. The Field Office provides course instructors and school partners with a list of teacher candidates who are cleared, for the semester.
4. Once cleared, course instructors inform candidate that they may begin EFE/CE for the semester.

In Kentucky, candidates obtain annual criminal record reports by submitting the *Youth Leader Request* (YLR) to the Administrative Office of the Courts (AOC). There are four options for obtaining these criminal reports. Some options are quicker than others, so candidates should plan accordingly. No matter which option candidates choose, it is their responsibility to submit report copies to the School of Education Field Office by the deadline. This does not happen automatically.

- Option 1: online  
Submit a YLR online, with a \$22 fee (credit card), at <http://courts.ky.gov/aoc/criminalrecordreports/Pages/default.aspx>. Print the e-mailed report and submit a copy to the Field Office.
- Option 2: drive-through  
Download a YLR from [http://dbhdid.ky.gov/dbh/files/ip\\_aocpt55.pdf](http://dbhdid.ky.gov/dbh/files/ip_aocpt55.pdf), print and fill out the paper document, and take it with a \$20 fee (credit card, check, money order, or exact change), to the drive-through window located at the back of the Administrative Office of the Courts (AOC), at 100 Millcreek Park, in Frankfort. Wait a couple of minutes for the report. Submit a copy to the SoE Field Office.
- Option #3: mail  
Download a YLR from [http://dbhdid.ky.gov/dbh/files/ip\\_aocpt55.pdf](http://dbhdid.ky.gov/dbh/files/ip_aocpt55.pdf), print and fill out the paper document, and mail it, with \$20 and a self-addressed, stamped envelope to:  
Administrative Office of the Courts  
Records Unit  
100 Millcreek Park  
Frankfort, KY 40601  
Submit a copy to the Field Office. This is a very slow option, so candidates should choose it only if they have adequate time.
- Option 4: school district office  
Download a YLR from [http://dbhdid.ky.gov/dbh/files/ip\\_aocpt55.pdf](http://dbhdid.ky.gov/dbh/files/ip_aocpt55.pdf), print and fill out the paper document, and take it with a \$10 fee (check, money order, or exact change) to the district office (e.g., Board of Education) of the school district in which the EFE and/or CE will be completed. District personnel will submit the YLR online within a few days, and then the candidate must return to the district office to get the report and submit a copy to the Field Office.

MASPE candidates who live outside of Kentucky must obtain the clearance required of volunteers who work with children and youth, in their states, and submit a copy of their reports to the Field Office.

### **Professional Ethics and Dispositions**

An individual's ethics are her or his moral principals or values. Aspiring teachers and educational professionals in Kentucky are expected to uphold the *Professional Code of Ethics for Kentucky School Certified Personnel* (16 KAR 1:020; Appendix A; <http://www.kyepsb.net/legal/ethics.asp>). Candidates must sign a copy of the ethics code before their first field or clinical experience.

An individual's dispositions are his or her attitudes, as reflected by how he or she acts. Candidates assess their own dispositions, and professionals who supervise them assess them, also. The School of Education continually collaborates with field partners to stay abreast of the dispositions needed by teachers in today's schools. Disposition assessment measures are provided in LiveText, and they are used as directed by course instructors.

### **Documentation and Assessment**

Candidates must provide demographic data on each of their field and clinical placements, using the Field Data form (Appendix B). The School of Education needs these data to verify experiences, to maintain our databank on field partners, to improve our teacher preparation programs, and to meet the expectations of our accrediting agencies. The fundamental evaluations of a candidate's early field and clinical experiences are the field-related course assignments. Candidates must document their early field experiences via the *Early Field Experiences Verification* form, signed by the visited teachers (Appendix C, exemplar provided in Appendix D). They must document their clinical experiences with the *Clinical Experiences Verification* form (Appendix E). When candidates submit their completed early field and clinical experiences forms to their instructors, the instructors verify their hours in LiveText. In addition, Mentor Teachers and instructors assess the performances of candidates (Appendix F). These assessment measures also are provided on the School of Education website at <http://education.kysu.edu>.

### **Timing of Early Field and Clinical Experiences**

Teacher candidates receive their first course-related early field assignments in their first introductory course in education (CDF 101 or EDU 202). From that point on, they complete EFE assignments in most teacher preparation courses. They should ask their academic advisors about the early field and clinical experiences assigned by their certification programs. Each semester, candidates should begin EFE and CE as soon as they are cleared by the Field Office and their course instructors says they may begin. Candidates should not wait until the last minute to try to meet the field requirements of a course or to engage in field or clinical experiences. They must complete their early field and clinical experiences and enter their hours in LiveText by their instructors' due dates, so that the instructors will have time to grade their course assignments and "sign off" on their hours. All candidates, across all teacher preparation programs, must complete 200 documented field hours prior to student teaching.

### **Progressive Engagement in Early Field Experiences**

Candidate engagement in early field experiences increases as they progress through teacher preparation courses, and all these experiences must be verified through documentation. In the first, introductory courses (CDF 101 or EDU 202), candidates observe in classrooms, across elementary, middle schools, and high school settings. In the intermediate courses (e.g., CDF 203, CDF 204, EDU 302, EDU 304, EDU 310, EDU 408, MUE 333), they continue to observe teachers and students and also begin to assist with classroom maintenance, instruction, assessment, and management. As they move forward into the curriculum and instruction courses (e.g., ART 319/419, CDF 206, CDF 305, EDU 318, EDU 320, EDU 405, EDU 407, EDU 408, EDU 410, EDU 411, EDU 413, EDU 414, EDU 423, EDU 445, MUE 331/332, MUE 437, PHE

320), they continue to observe and assist teachers and also learn to teach lessons. In this manner, candidates engage in increasingly advanced educational activities with P-12 students. This progression prepares candidate for the full-time teaching responsibilities of student teaching.

As level of engagement increases, so must communication with Mentor Teachers. Candidates should take their lead from teachers regarding what and when their students need to learn. When candidates have course-related assignments that involve assisting, teaching, and evaluating, they should consult with their teachers ahead of time. For example, a candidate should never plan a lesson to meet a course requirement and then arrive in a classroom, expecting to teach it. They must collaborate, in advance, with their Mentor Teachers, to make sure they understand what the students need to learn, plan lessons that meet those needs, and implements lessons at mutually agreed upon times.

### **Early Field Experience Placements**

In order to assure that teacher candidates learn from the diverse field experiences that are planned for them, KSU courses in teacher preparation are assigned to specific schools in the Franklin County and Frankfort Independent school districts. Candidates should ask their course instructors about the schools that are partnered with specific courses and complete the course-related field experiences, as assigned. By the time candidates apply for student teaching, they should have completed early field experiences in all three local school clusters. The clusters are shown below and are provided in a table format in Appendix G.

#### *School Cluster 1*

Second Street Elementary School → Frankfort Middle School → Frankfort High School

#### *School Cluster 2*

Early Learning Village → Elkhorn Elementary School / Hearn Elementary School / Peaks Mill Elementary School → Elkhorn Middle School → Franklin County High School

#### *School Cluster 3*

Bridgeport Elementary School / Collins Lane Elementary School / Westridge Elementary School → Bondurant Middle School → Western Hills High School

Candidates may complete additional field experiences in our other partner districts, which include Anderson, Eminence, Fayette, Henry, Jefferson, Owen, Shelby, Scott, and Woodford. They must ask their instructors' permission, before they go, to assure that requested districts and/or schools will provide the experiences and diversity required.

### **Clinical Experience Settings**

Some clinical experiences are assigned by course instructors, just like early field experiences. The settings and tasks for these CEs are prescribed by instructors to build candidate knowledge and skills in the content area of the course. Instructors tell candidates where and when to go and what to do there. Other clinical experiences are left up to candidates. They may attend meetings and events in schools, go to meetings and professional development at school district offices,



interact with families in activities that relate to P-12 education, and mentor or tutor students at community agencies. *All clinical experiences must be approved by course instructors in advance.* Participation in the clinical experience is verified via the signature of a person in authority at the clinical site, using the form provided in Appendix E. The candidate enters his or her clinical hours in LiveText and these hours are verified, in LiveText, by the candidate's course instructor. Here are options for clinical experiences:

- Family Resource Center activities,
- youth service centers,
- school staff meetings,
- school board meetings,
- PTA functions,
- school family activities,
- school-based council meetings,
- grade level cluster meetings,
- school faculty meetings,
- after-school programs,
- student mentoring/tutoring, and
- school-based professional learning communities.

### **Diverse Populations**

Kentucky regulation (<http://www.lrc.state.ky.us/kar/016/005/040.htm>) mandates that teacher candidates engage with diverse populations, which is consistent with the vision, mission, and Conceptual Framework of the School of Education. As a Thorobred, we expect candidates to support this value and to demonstrate respect toward every person they encounter, both on campus and off campus. "Diverse populations", according to the regulation, includes:

- students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
- students from different socioeconomic groups;
- English language learners;
- students with disabilities; and
- students from across elementary, middle school, and secondary grade levels.

As candidates complete EFE and CE, they engage in diverse school settings across various ages, grades, socioeconomic levels, ethnic groups, cultures, content areas, and abilities. They go to elementary schools, middle schools, and high schools. They work with students who are typical learners, as well as those who have special needs. They meet students and professionals who are like them and not like them in appearance, backgrounds, and opinions. Engaging in early field and clinical experiences in a variety of settings helps candidates to broaden and deepen their knowledge, skills, and dispositions pertaining to human diversity.

### **Confidentiality and Communication**

Teacher candidates must keep information pertaining to P-12 students and their families strictly confidential. They must be especially rigorous about confidentiality when dealing with students who have special needs. Some school districts require candidates to read information or to

complete training before interacting with students with special needs. For example, Franklin County requires individuals who work with students with special needs to view a video at the Board of Education before contact with the students.

Teacher candidates are expected to be professional. They are encouraged to ask questions and to express opinions about field and clinical experiences, in a respectful manner and without divulging names or identifying information. Candidates with serious concerns about anything that could affect the wellbeing of a child or youth must share their concerns immediately and privately with their course instructors or the Coordinator of Field and Clinical Experiences. Candidates who have compliments or complaints that pertain to their course, their instructor, the Field Office, the School of Education, or KSU should follow the established university chain of command to voice their opinions. Any questions about this may be directed to the Coordinator of Field and Clinical Experiences or the Chair of the School of Education.

Candidates should use the highest standard of professionalism and confidentiality in their electronic communications. Candidates may not share any details about their field or clinical experiences via social networking. Anything posted on the internet is global in two minutes and cannot be taken back.

### **Frequently Asked Questions by Candidates**

*What should I take with me for EFE and CE?*

Think ahead to what you will need, in a field or clinical setting, so that you will be prepared. Take your KSU student ID, a copy of your criminal record report, a copy of your course assignment(s), and a notebook for note taking. You will not need to take your backpack inside a school. Also, you will not need a handheld electronic communication device (e.g., cell phone, smart phone, iPod, MP-3 player). Texting is prohibited during early field and clinical experiences.

*How should I dress for EFE and CE?*

Dress in casual business clothes – no sweats, pajamas, slippers, flip-flops, hats, or do-rags. Be rigorous about your hygiene. Cover graphic tattoos.

*What should I do when I arrive at a school?*

School security is *very* serious. When you arrive at a school, park in the school parking lot and not in areas reserved for buses or for individuals with disabilities. Show your photo ID to the office staff, and wait patiently while they check their KSU list to verify that you are cleared. Once approved, sign in, put on a visitor's badge, and confirm which class you may visit. If something goes awry, for any reason, and school personnel will not permit you to complete your EFE or CE, leave politely and contact the School of Education Field Office.

*What do I do during EFE?*

Your instructor has specific objectives for you to accomplish through your EFE, specific aspects of teaching and learning for you to observe, and specific tasks for you to do. How well you complete your course-related EFE will affect your course grade. If you have any questions about what to do during your EFE, ask your instructor for guidance, before you go to a school.

*When and how do I leave a school?*

When you finish what you came to do in a classroom, gather your belongings, thank the teacher and the students, and leave. Go directly to the school office, thank the office staff, sign out where you signed in, and leave the school grounds.

*May I transfer EFE and CE hours I completed at another university?*

If you transferred to KSU from an accredited university, where you completed educational field and/or clinical experiences, provide a Field Data form for each setting (Appendix B) and documentation of the hours.

### **“Teachers as Liberators through Education”**

Early field and clinical experiences provide teacher candidates with multiple opportunities and settings in which to increase the depth and breadth of their knowledge, skills, dispositions, and cultural competence. Teacher candidates should approach these experiences with a positive and professional attitude so they can gain the knowledge, skills, dispositions, and cultural competence of a competent, effective, and caring teacher in today’s diverse schools. All parties are encouraged to approach their roles pertaining to early field and clinical experiences with organization and enthusiasm so as to prepare KSU teacher candidates to become “Teachers as Liberators through Education”.

## *Appendix A*

### *16 KAR 1:020. Professional Code of Ethics for Kentucky School Certified Personnel*

**Necessity, Function, and Conformity:** KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

#### **Section 1. Certified personnel in the Commonwealth:**

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

##### **(a) To Students:**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**(b) To Parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

**(c) To the Education Profession:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

**Section 2.** Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Appendix B*  
Kentucky State University  
School of Education  
Field Data

*Professional Educator, thank you for welcoming a KSU teacher candidate into your learning environment. We need this information for our field records to meet state and national accreditation and regulatory requirements.*

*Teacher candidates, fill in as much accurate information as you can gather independently before giving this to the Professional Educator.*

***KSU Teacher Candidate Information***

Name: \_\_\_\_\_ Semester: \_\_\_\_\_  
Course instructor: \_\_\_\_\_ Course prefix, number, & section: \_\_\_\_\_

***School Information***

School: \_\_\_\_\_ School population: \_\_\_\_\_  
School district: \_\_\_\_\_ Telephone: \_\_\_\_\_  
School address: \_\_\_\_\_

Gender and Ethnicity (number of students): # Females: \_\_\_\_ # Males: \_\_\_\_  
White: \_\_\_\_ Black/African American: \_\_\_\_ American Indian/Alaska Native: \_\_\_\_  
Asian: \_\_\_\_ Hispanic/Latino Origin: \_\_\_\_ Native Hawaiian/Other Pacific Islander: \_\_\_\_  
Multiracial: \_\_\_\_ Students who qualify for free or reduced meals: \_\_\_\_  
504 Plans: \_\_\_\_ IEPs/IFSPs: \_\_\_\_ GSSPs: \_\_\_\_ ELL: \_\_\_\_ Behavior Plans: \_\_\_\_

***Professional Educator Information***

Name: \_\_\_\_\_ Official title: \_\_\_\_\_  
Ethnicity: \_\_\_\_\_ Gender: \_\_\_\_\_  
1<sup>st</sup> year employed as certified teacher, in a non-emergency position: \_\_\_\_\_  
Degree(s): \_\_\_\_\_  
Current certification(s): \_\_\_\_\_  
NBC: \_\_\_\_\_ School e-mail address: \_\_\_\_\_

***Classroom Information***

Grade: \_\_\_\_ Class enrollment: \_\_\_\_ # Females: \_\_\_\_ # Males: \_\_\_\_  
Content area(s): \_\_\_\_\_  
504 Plans: \_\_\_\_ IEPs/IFSPs: \_\_\_\_ GSSPs: \_\_\_\_ ELL: \_\_\_\_ Behavior Plans: \_\_\_\_

*Appendix C*  
 Kentucky State University  
 School of Education  
 Early Field Experiences Verification  
 (P-12 classrooms)

Teacher Candidate: \_\_\_\_\_

Student ID: \_\_\_\_\_

FR    SO    JR    SR

Semester & Year: \_\_\_\_\_

Course: \_\_\_\_\_

School Cluster:  1    2    3

<i>Date &amp; Time</i>	<i>Setting</i>	<i>Classroom Activities</i>	<i>Course Assignment</i>	<i>Verification Signature</i>

Early Field Experience (EFE) Hours total: \_\_\_\_\_

*Appendix D*  
 Kentucky State University  
 School of Education  
 Early Field Experiences Verification  
 (P-12 classrooms)  
**EXEMPLAR**

Teacher Candidate: Ican Teach      Student ID: 123-45-678       FR    SO    JR    SR

Semester & Year: fall 2012      Course: EDU 111      School Cluster:  1    2    3

<i>Setting</i>	<i>Date, Day, &amp; Time in the Classroom</i>	<i>Classroom Activities</i>	<i>Course Assignment</i>	<i>Classroom Teacher Signature</i>
SSS 1 <sup>st</sup> grade	2/10/10 (W) 7:20-9:00 [1 hr. 40 min.]	homework check; pledge & a.m. announcements; calendar; spelling review; leveled reading groups	Observe/evaluate elementary classroom rules & procedures & suggest changes.	<i>Lenore Caresalot</i> <i>2/10/10</i>
FHS US History	2/12/10 (F) 8:45-10:00 [1 hr. 15 min.]	direct instruction w/ video (Dr. King's early life in Atlanta); individual work on civil rights timeline (repeated lesson in periods 1 & 2)	Observe/evaluate secondary classroom rules & procedures & suggest changes.	<b>Terry Traveler</b> <b>2/12/10</b>
SSS 4 <sup>th</sup> grade	2/17/10 (W) 11:45-2:30 [45 min.]	recess; lunch; science small group research (rain forest canopy & emergent); dismissal (pack up, homework reminders, exit)	Observe/evaluate class transitions & suggest changes.	<i>Lenore Caresalot</i> <i>2/17/10</i>
SSS 3 <sup>rd</sup> grade	2/25/10 (Th) 10:05-11:15 [1 hr. 10 min.]	math direct instruction w/ overhead (adding two 3-digit numbers with regrouping); bingo game for individual practice	Examine elem. lesson plan (objectives, alignment w/ standards, teaching strategies, assessment) & observe lesson.	<i>Joshua Sub</i> <i>2/25/10</i>
FHS art	3/2/10 (T) 9:10-10:15 [1 hr. 5 min.]	small group work (posters depicting civil disobedience in U.S., India, China, & Afghanistan)	Examine secondary lesson plan (objectives, alignment w/ standards, teaching strategies, assessment) & observe lesson.	<b>Terry Traveler</b> <b>3/2/10</b>



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Field Hours Subtotal: 6 hrs. 55 min.



*Appendix F*  
 Kentucky State University  
 School of Education  
 Early Field and Clinical Experience Review Form

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Role: \_\_\_\_\_

School/Setting (including grade and subject): \_\_\_\_\_

<i>Standard</i>	<i>Exceeds Standard</i>	<i>Meets Standard</i>	<i>Approaches Standard</i>	<i>Does not Meet Standard</i>
<i>Attendance:</i> Candidate attended classes and events, as scheduled.				
<i>Punctuality:</i> Candidate arrived and departed on time.				
<i>Professional Appearance:</i> Candidate's appearance was consistent with the professional dress code of the school/district.				
<i>Professional Manner and Attitude:</i> Candidate was professional and reflected a positive attitude toward students, faculty, staff and the profession. Candidate maintained confidentiality, refrained from negative comments, and offered constructive criticism.				
<i>Sensitivity to Students:</i> Candidate demonstrated sensitivity to the diverse needs of students.				
<i>Initiative:</i> Candidate was actively involved in the classroom/clinical experience and volunteered to assist.				
<i>Communication:</i> Candidate communicated with teacher and students in a professional manner. Language was free of slang and regionalisms.				
<i>Other:</i>				

Are students with special needs included in this setting? \_\_\_\_\_ Yes \_\_\_\_\_ No

Evaluator's Signature: \_\_\_\_\_

KSU Instructor's Signature: \_\_\_\_\_

*Appendix G*

Local Partner School Clusters

To benefit from the diversity of experiences schools in the Frankfort Independent and Franklin County districts offer, every undergraduate teacher candidate must complete early field experiences (EFE) with schools in each of the three feeder school clusters, prior to student teaching. The school clusters are provided in the table below.

<i>Early Childhood</i>	<i>Elementary</i>	<i>Middle School</i>	<i>High School</i>	<i>Alternative Setting</i>
<b>School Cluster #1: Frankfort Independent Schools</b>				
Second Street School (P – 6 <sup>th</sup> )		Frankfort MS (7 <sup>th</sup> – 8 <sup>th</sup> )	Frankfort HS (9 <sup>th</sup> – 12 <sup>th</sup> )	Capital City Prep (7 <sup>th</sup> – 12 <sup>th</sup> )
<b>School Cluster #2: Franklin County Schools</b>				
Early Learning Village (P-1 <sup>st</sup> )	Elkhorn ES (2 <sup>nd</sup> – 5 <sup>th</sup> )	Elkhorn MS (6 <sup>th</sup> – 8 <sup>th</sup> )	Franklin County HS (9 <sup>th</sup> – 12 <sup>th</sup> )	The Academy (9 <sup>th</sup> – 12 <sup>th</sup> ) (MASPE only)
	Hearn ES (2 <sup>nd</sup> – 5 <sup>th</sup> )			
	Peaks Mill ES (2 <sup>nd</sup> – 5 <sup>th</sup> )			
<b>School Cluster #3: Franklin County Schools</b>				
Bridgeport ES (P – 5 <sup>th</sup> )		Bondurant MS (6 <sup>th</sup> – 8 <sup>th</sup> )	Western Hills HS (9 <sup>th</sup> – 12 <sup>th</sup> )	The Academy (9 <sup>th</sup> – 12 <sup>th</sup> ) (MASPE only)
Collins Lane ES (P – 5 <sup>th</sup> )				
Westridge ES (P – 5 <sup>th</sup> )				