



**BOYCE**  
THE COLLEGE *at* SOUTHERN

# **Field Experience Handbook**

**ESL/ENL**  
**2017-2018**

Educator Preparation Program  
Revised: 08/25/2017



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## General Information

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### Contact Information

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Course professors, cooperating teachers, advisors, and the field and clinical coordinator will work with each teacher candidate to make progress on the targeted standards and components within the Boyce College Conceptual Framework, building towards becoming reflective practitioner, collaborative worker, and servant leaders.

What teacher candidates should know about the field placement

1. All placements are made through the Field and Clinical Experiences office.
2. All field and clinical experiences are arranged in collaboration with established partners which include: Jefferson County Public Schools (JCPS) and Christian Academy of Louisville (CAL).
3. School leadership works together with the Field and Clinical Experience coordinator to place you with cooperating teachers within partner schools.
4. Once the school placement is confirmed, the teacher candidate will be notified through the university email to contact the assigned cooperating teacher for an introduction.
5. Field requirements for multiple courses taken in the same semester will try to be completed in the same classroom.
6. Literacy instruction in elementary classrooms is almost always the focus of morning lessons. Teacher candidates should ensure the class schedule and work schedule allows time to complete fieldwork during the morning hours when the teacher candidates are registered for Language Arts or Reading courses.
7. All teacher candidates are required to electronically document field hours to verify that 200 hours have been completed in diverse and focused settings and meet the language of regulation.

# Vision and Mission

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## Institutional Mission and Vision

The mission of The Southern Baptist Theological Seminary is to be totally committed to the Bible as the Word of God, to the Great Commission as our mandate, and to be a servant of the churches of the Southern Baptist Convention by training, educating, and preparing ministers of the gospel for more faithful service. The Southern Baptist Theological Seminary, under the governance of its Board of Trustees, conducts its programs in an environment of spiritual nurture with a vision for the development of Christian leaders.

## Boyce Teacher Preparation Unit Mission and Vision

The Boyce College teacher preparation unit is committed to the fulfillment of the mission of The Southern Baptist Theological Seminary. The unit operates directly under the jurisdiction of Boyce College, the undergraduate school of SBTS and functions under the division of Applied Studies. It initially provides the major of Teacher Education, culminating in the Bachelor of Science (BS) degree. Consistent with the mission of Boyce College and The Southern Baptist Theological Seminary, the teacher preparation unit prepares students for service leadership roles throughout the world as professional educators in the public schools, in the Southern Baptist Convention (SBC), other Christian schools, and on the international mission field. Boyce teacher educators are trained to be totally committed to the Bible as the inerrant Word of God, to the Great Commission as their mandate, and to service as their calling. The Boyce teacher preparation unit is founded on the philosophy of a Christian worldview which interprets personal, social, and historical events through biblical tenets, and which is committed to the principles of Christian teaching in personal, professional, and social relationships.

The primary **mission** of the Boyce teacher preparation unit is to provide Christ-centered quality teacher education, preparing **servant-leaders** for both public and Christian school teaching. The qualities of a servant-leader can further be broken down into three areas: **professional, service, collaboration and reflective-practitioner**. The program of instruction is designed to equip the servant-leader with the range of **knowledge** necessary for the profession of teaching, with the **skills of teaching** as recognized in the education profession, and with the **dispositions** of a servant-leader in a world of diversity. As an extension of the general mission of the college, the teacher preparation unit strives to achieve the following specific goals:

- Equip and train teachers for carrying out the Great Commission of Matthew 28:18-20.
- Impart knowledge of and appreciation for people with diverse backgrounds.
- Instill teachers with a knowledge and understanding of the principles and practices of education.

- Impart knowledge in both the arts and sciences and biblical studies.
- Integrate the appropriate academic disciplines into a coherent Christian worldview.
- Develop the professional skills of pedagogy based on recognized “best practices” for teaching in schools.
- Foster competency in the dispositions for the professional teacher.
- Provide leadership and professional service opportunities for teacher candidates in the school and community.
- Develop qualities of servant-leadership in the teacher candidates that will impact their professional careers.

It is the **vision** of the Boyce Educator Preparation Program to educate teachers who recognize the importance and value of teaching as a profession, and the need for effective leadership and service in the field of education. As a servant-leader, the Boyce teacher candidate is trained to understand that effective leadership begins in the classroom and that success as a servant-leader in the school will depend on a professional learning community that works to focus the school on learning and not on teaching. To fulfill this vision the Boyce teacher candidate is taught to be aware of the following:

- The multi-faceted nature of educating and leading individual learners
- Each learner exists in a diverse society with a unique background
- All learners come to the education arena with different physical, emotional, intellectual, social, and spiritual needs
- Teachers who successfully meet these needs must be committed to student learning.

## Philosophical Underpinning of the Unit

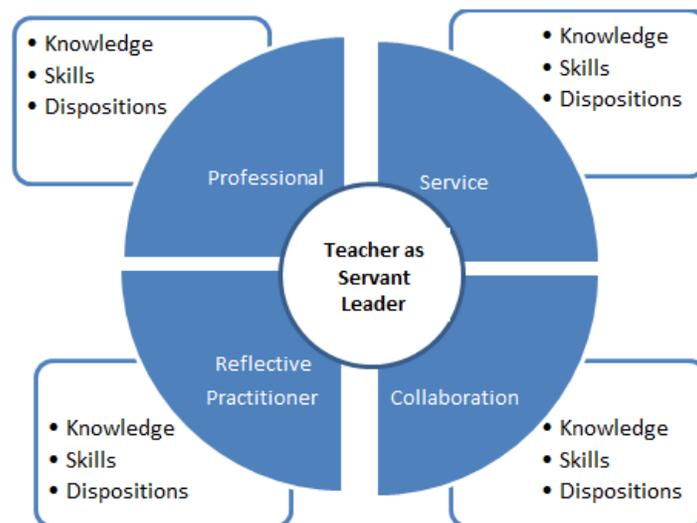
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### Unit Theme

The Boyce teacher preparation unit theme is **teachers as servant-leaders**. The qualities of **professional, service, collaboration, and the teacher as a reflective practitioner** are necessary to develop the teacher as a servant-leader. All aspects of the Boyce teacher preparation unit, the course work, the field experiences, and the clinical experiences, are designed to develop these qualities with the goal of developing **teachers as servant-leaders**.

### Unit Goals

To evaluate the necessary qualities of a servant-leader (service, collaboration and teacher as a reflective practitioner), the three major areas of **knowledge, skills, and dispositions** form the Boyce teacher preparation unit *Conceptual Framework*. We believe that each of these areas are the major goals for the unit, and that the research supports the interactive nature of these areas in the development of **teachers as servant-leaders**.



These unit goals are also in alignment first with the goals of Boyce College to train leaders for various social and church-related roles, then with the Kentucky Teacher Standards (KTS) for initial level teacher preparation units as required by the Education Professional Standards Board of Kentucky, with the professional association standards for elementary teacher education, the Association for Childhood Education International (ACEI), and finally with the three sub-themes

of the Conceptual Framework, *professional, service, collaboration, and the teacher as reflective practitioner*. “Alignment of Goals & Standards” shows these three goals, aligned with the KTS, the professional association standards for elementary teachers (ACEI), and the CF sub-themes. The cells of the table for the KTS and the ACEI columns contain the standards which align with each of the goals, and for the CF column the cells show how each of the sub-themes are developed in alignment with each of the goals.

### **Unit Standards and Professional Code of Ethics**

The Boyce teacher preparation unit is a standards-based program with all components of the unit aligned strictly with the ten Kentucky Teacher Standards (KTS) and with the Association of Childhood Education International (ACEI). Course content, field and clinical experiences, the e-portfolio, and assessments are designed to develop the 6 state standards for teacher preparation units of Kentucky and the ten Kentucky Teacher Standards (KTS) and the ACEI standards for training effective professional teachers. Candidates who complete the Boyce Educator Preparation Program will be evaluated for meeting these standards. The Boyce teacher preparation unit is also committed to the professional code of ethics adopted by the state for all certified personnel of Kentucky schools. Candidates are required to commit to these ethical principles as part of the preparation for teacher education.

The *Program Courses with Field Experience Hours & Technology Assignments* table outlines the alignment of Boyce Field Experience courses with state field experience regulations.

### **Field Experience Policy**

Boyce College is committed to preparing candidates for the teaching profession who use research to inform instructional decisions and reflect about their practice to promote high level learning for students they serve. To that end, candidates complete an array of carefully planned field experiences in diverse settings as they progress through the program. These experiences are systematically integrated into the Educator Preparation Program curriculum. To meet the program standard that all candidates have diverse field experiences, program faculty members carefully consider each candidate’s previous placements as a basis for making placement decisions. Placement coordinators analyze placement and school demographic data using the database system which is maintained by the Field Experience Coordinator. The database shows placements for all candidates as they progress through the program. This placement procedure ensures that during their program of studies, candidates complete field assignments in several different settings working with populations that represent different kinds of diversity including cultural, economic, ethnic, linguistic, and special needs.

### Program Courses with Field Experience Hours

Course	Course Key Assignment	Benchmarks of Key Assignments	Co-Teaching	TWS Unit Task	Field Experience	
					Regulations	Hours
EN 351	Log of Children's books & how to use in classroom section <disabilities <diverse groups	2.5 out of 4			A. #5 Elementary	15
EN 262						15
EN 363						15
EN 365						5
EN 261						5
EN 362						5
ENXXX	Classical Education Notebook					25
ED 205	Philosophy of EDU - Disposition Questionnaire	2.5 out of 4	Intro all co-teaching methods	A	A. #5 Elem/High	10
ED 220	Case Study	2.5 out of 4	Alternative: Differentiated	B,D	A. #4: Students with disabilities	15
ED 230	Personal Theory	2.5 out of 4				20
ED 310	Planning of Math night	2.5 out of 4	One Teach, One Assist	G		15
ED 320	Bookmark Science Resources (Portaportal)	2.5 out of 4	Supplemental	G		15
ED 330	3 day Unit	2.5 out of 4	Team Teaching	C,G,H,I	A. #3 ELL	15
ED 340	Unit Assessment	2.5 out of 4	One Teach, One Observe	E & F		-
ED 410	Literacy Plan	2.5 out of 4	Review all co-teaching	G		30
ED 420	Individual Reading Plan	2.5 out of 4	Station teaching	I,G	B. Family Centers or Youth Service Center	25
ED 490	Portfolio, TWS Unit	2.5 out of 4		Entire		-
Totals						200

State Regulations for Field Experience:

(3) Beginning September 1, 2013, prior to admission to student teaching, each teacher 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 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; and
- (g) Opportunities to assist teachers or other school professionals.

## Field Experience Assessments

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The following documents are the assessments of the Teacher Candidate's field experiences:

### Completed by Teacher Candidate

Confirmation of 1<sup>st</sup> visit for field experience

*Following the initial visit with each cooperating teacher this form should be completed in order to verify the start date of your field experience. This form should be given to the course professor within 2 weeks of the placement confirmation.*

Field Experience Teacher Observation Form

*Field Experience Teacher Observation Form is completed each day to capture and verify the teacher candidate's activities and reactions for that visit. This will be submitted on the Field Experience Side of LiveText as an attachment for each classroom visit. Every Time Log entry will have a corresponding Field Experience Teacher Observation Form for verification.*

Evaluation of Field Experience Cooperating Teacher by Teacher Candidate

*Following the completion of all the field experience time, each teacher candidate will complete a google document form in LiveText that should be used as final evaluation of cooperating teacher.*

Overall Field Experience Reflection

*Documenting the field experiences with a "list" of activities or tasks completed is not sufficient for growth in the program. While keeping a record of activities such as tutoring, working with small groups, preparing bulletin boards etc. is important, the reflection on and analysis of these activities promotes a deeper understanding and helps the teacher candidate progress toward meeting the initial level of the Kentucky Teaching Standards and the Boyce College conceptual framework. The following questions can be used as a guide that could direct the teacher candidate with the final narrative reflection. (3-5 pgs.) Upload this to LiveText*

- *What images stand out in your mind?*
- *What were some approaches you tried this field experience to help engage the students in the learning process?*
- *What management strategies used this field experience were effective? Ineffective?*
- *What is some new content knowledge you learned this field experience through observations and/or teaching?*
- *What did you notice best supported students' development of concepts?*
- *What was the strongest instructional task that you participated in this field experience? Why was it meaningful to the students' learning?*
- *What would you enhance the experience for you in the future?*
- *What questions do you have?*

## Lesson Plan

*This should be a thorough lesson plan to meet the learning needs of all of the students. It is mandatory that the lesson plan is reviewed and approved by the cooperating teacher at least 2 days BEFORE the teacher candidate teaches the lesson. This will give time to change/adapt the lesson plan if needed. The lesson plan documentation uploaded into LiveText should contain ALL handouts and rubrics.*

## KTS Lesson Reflection Rev. 1.4

The analysis will be completed following each lesson the teacher candidate solo or co-teach during the field experience. Upload this to LiveText.

### **Completed by Cooperating Teacher**

#### Draft: New KTS Teaching Lesson Observation

As the teacher candidates are teaching the lesson(s), the cooperating teacher will evaluate the lesson using the KTS Rubric located on LiveText.

#### Service Evaluation:

At the conclusion of the field experience hours, the cooperating teacher will evaluate the overall work of the student who DID NOT teach a lesson.

#### Teacher Candidate Evaluation:

At the conclusion of the field experience hours, the cooperating teacher will evaluate the overall work of the student who taught a lesson.

#### Valued Boyce Dispositions Assessment Rev. 1.2

At the conclusion of the field experience hours, the cooperating teacher will evaluate the overall work using the Valued Boyce Dispositions Form located on LiveText.

#### EPP Program Review and Feedback

Following the field experience the cooperating teacher will consider the recent teacher candidate's performance and complete a **google document form sent via email** providing valuable suggestions for program/preparation improvement.

## Teacher Candidate Procedures for Field Experience

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### Before Placement Begins

1. Do you have your LiveText account set up? If NO then you must see Dr. Tucker ([mrtucker@sbts.edu](mailto:mrtucker@sbts.edu)) immediately. You cannot begin Field Experience without this completed.
2. For every school year, field experience students will be required to complete a Volunteer Records Check. The cost for this is \$10.00 and will be added to your student bill in accounting. The application students must complete can be accessed at <https://apps.jefferson.kyschools.us/Volunteer/>. Please notify your course instructor **after** you have completed the application online.
3. Complete the Professionalism Confidentiality Agreement found on the EPP webpage and give to your course instructor.

### When you receive your placement:

1. Contact your supervising teacher via e-mail to introduce yourself and schedule a time to visit the classroom
2. Include your name and phone number for a return call if the cooperating teacher needs to contact you
3. Inquire about policies and procedures you should observe when visiting, especially with regard to checking in and out of school
4. Keep all appointments and arrive at school promptly each time you visit
5. Notify the cooperating teacher immediately if you need to change a visit
6. Notify Dr. Jones ([kjones@sbts.edu](mailto:kjones@sbts.edu)) if you do NOT hear from the cooperating teacher within one week after the initial email.
7. Look through LiveText and be able to explain the procedures the cooperating teacher must follow. If you do not know this, please see Dr. Tucker ([mrtucker@sbts.edu](mailto:mrtucker@sbts.edu)) BEFORE your initial visit.

### First visit to the school/classroom:

1. Introduce yourself to the office staff and principal (if available)
2. Give the cooperating teacher the letter from Dr. Tucker. (This is on Boyce letterhead.)
3. Discuss the subject(s) you will be working with the cooperating teacher on and ask for the times and days this subject is taught in the classroom.

4. Explain what your requirements are for this placement (How many hours? How many lessons you must teach? You should explain you want to be active and not just sit back and observe. )
5. Discuss with your cooperating teacher about LiveText and how they will evaluate your performance and also approve your hours. (You might need to show them how to do this.)
6. Ask about classroom policies and express appreciation to the cooperating teacher for agreeing to work with you.
7. Complete the confirmation of 1<sup>st</sup> visit for field experience (the cooperating teacher must sign this) and upload this to LiveText to give proof of the visit.

### **Throughout the placement:**

1. Share your expectations and class requirements with the cooperating teacher and seek input
2. Direct any concerns about your field experience to your course instructor or Dr. Jones ([kjones@sbts.edu](mailto:kjones@sbts.edu)) in a confidential setting
3. Remain objective in your evaluation of the experience, reserving negative criticism
4. Maintain a professional demeanor at all times and adhere to school guidelines ESPECIALLY regarding dress
5. Complete a Field Experience Teacher Observation Form **EACH** time you visit the school. The Field Experience Teacher Observation Forms should correspond with your time in LiveText.
6. Express your appreciation in an email or card to the cooperating teacher at the end of the placement as he/she has volunteered time and talent to provide you a good experience.

### **Completion of your placement:**

1. Be sure your LiveText information is complete. (Have you filled in all of your hours and has your cooperating teacher approved them? Are your evaluations completed?  
**\*\*\*This is VERY important, because you must have the evaluations completed before you can earn your final grade for your course.**
2. Complete the Evaluation of Field Experience Cooperating Teacher By Teacher Candidate form on google docs.
3. Complete the Summary of all Field Experience Teacher Observation Forms on google docs.
4. Complete your written narrative (3-5 pages) and upload to LiveText.
5. Submit all of Field Experience Teacher Observation Forms to your course instructor.

**Lesson Plan if this is a requirement for your course:**

If your course requires you to teach a lesson:

1. Communicate with your cooperating teacher and discuss the objectives your lesson should meet.
2. Research and complete the Lesson Plan. (See Lesson Plan Format).
3. You must MEET WITH YOUR COOPERATING TEACHER at LEAST 2 days prior to teaching the lesson to discuss your lesson and make any needed changes. (Your cooperating teacher will need to sign the bottom of this lesson plan with the date you meet, for documentation.)
4. Teach the lesson
5. Complete Lesson Analysis (within 2 days after teaching the lesson.)
6. Include all assessments and handouts when uploading this to LiveText.
7. Upload your lesson plan, all assessments, handouts, and Lesson Analysis to LiveText.

**Remember you are representing yourself, Boyce, and our Lord throughout this experience!**

**Just a note:**

**If you schedule a time to be in the classroom and you do not show up, you are not representing yourself, Boyce, or our Lord properly. If you have scheduling problems, please see Dr. Jones, immediately!**

If you have any questions or concerns, please contact your course instructor or Dr. Jones ([kjones@sbts.edu](mailto:kjones@sbts.edu)) 502-897-4563