

**Field Experience Matrix - Descriptions for P-5, 5-9, 8-12, P-12, and IECE Programs
CAEP Standard 3
Campbellsville University School of Education 2017-18**

Candidates complete an array of field experiences as part of professional education courses in partial fulfillment of program requirements for certification. All experiences require candidates to reflect. Field experiences are listed by course.

Course Number And Title	Clinical Field Hours	Field Experience Descriptions	Field Experiences in Diverse/Alternate Settings	KTPS/InTASC Alignment
Foundation Courses				
OR 110 Service Learning	5	Candidates will plan and teach a group lesson to Freshman in local public schools. (2 hours)	Candidates will select and complete a service learning project. (3 hours)	1,2,3,7,8
ED 220 Intro to Teaching	20	<p>Candidates observe, assist, and/or tutor in classroom settings of Elementary, Middle, and High School levels to reflect on the roles of the teacher according to the Kentucky Teacher Performance Standards. Candidates reflect on instructional strategies, learning environment, assessment, and diversity. (6-9 hours). KTPS 1-8</p> <p>Observations in each setting must focus on : Diversity KTPS 1,2 Differentiation KTPS 1,2,3 Classroom Management KTPS 8</p> <p>Candidates complete a three-hour co-teaching task with other candidates in collaboration with field teacher and FRC Coordinator. KTPS 1-9 Campbellsville Independent Schools (3 hours)</p> <p>What assessment strategies were used by the teacher? What types of diversity did you observe? How did this diversity influence the classroom? How did the teacher differentiate in the classroom based on diverse needs of students? What classroom management strategies were implemented in the classroom? How did students respond?</p>	<p>Candidates will assist and tutor children in local public schools and after school programs at elementary, middle, and high schools Partnership with Wings Afterschool Program at Campbellsville Elementary and Fit 4 Life at Taylor County High School (1-2 hours).</p> <p>Partnerships with MARION CO SCHOOLS ESL Afterschool program. Candidates are paired with ESL students with a background of limited English proficiency and are engaged in creating after school activities to demonstrate culturally responsive teaching. (2 hours).</p> <p>Candidates must also attend one school board meeting (1 hour), one school-based council meeting (1 hour) and one (1) hour of a faculty meeting or PLC meeting. *16 KAR 5:040</p> <p>What actions/events occurred in the meetings? Who actively participated? What decisions were made in the meetings? What effect do these decisions have on classrooms, teachers, and students?</p> <p style="text-align: center;">15 hours for Elementary Majors;</p>	<p>1-9</p> <p>1,2,3,8</p>

			20 hours for Middle, P-12, & Secondary Majors	
ED 300 Human Dev & Learning Theory	20	<p>Candidates observe, assist, tutor and reflect on families and developmental issues in the following settings (1-2 hours each and at least one hour must be in a private school; min. 8 hours total): preschool/headstart; P-5; 5-9; 8-12, ESS, FRYSC</p> <p>Module 1: Reflect/compare on the Paired-teaching model to current collaborative practices. Utilize a co-teaching strategy to develop a lesson plan & deliver instruction.(3 hours)</p>	<p>Participate in a One Day Inner City/Diverse School Visit interviewing staff and interacting with students (5 hours) KTPS 1-10 Partnership with Warren County Schools Dishman McGinnis Elementary School</p> <p>Develop Lesson Plan based on a diverse culture using culturally responsive teaching. (2-4 hours)</p>	1-10 1,2,3,7,8
ED 310 Instructional Technology	20	<p>Candidates will observe, tutor and teach a TPA lesson in an assigned classroom in their certification area. This lesson must include the latest technologies available. Candidates will use the Lesson Plan and Reflection form for the lesson. Candidates will do the following for each lesson to be taught: observe and assist in the class for at least 4 hours, work collaboratively with the teacher to choose a lesson to teach, give a pretest with clickers, teach the lesson, give a posttest, analyze test results and reflect on the whole process.</p>	<p>Students must observe at least 2 settings where assistive and adaptive technology used in a diverse environment. KTPS 2,8</p>	1-8
Pedagogy Courses				
ED 325 Exceptional Child	20	<p>Candidates observe, tutor, and teach exceptional students (students with disabilities, gifted and talented culturally, linguistically diverse) in certification level.</p> <p>Candidates will create a 3-lesson Unit with extensions for diverse learners.</p> <p>MODULE 2: Co-teaching strategies</p>	<p>Candidates will serve 6-9 hours in a regular classroom which includes students with special needs, students identified as ESL, and students identified as gifted (2-3 hours at the elementary, middle, and high school levels).*in the Spring Semester students will earn 3 hours at the elementary level while serving at the International Day in partnership with Green County Intermediate School.</p> <p>Candidates will serve 3 hours in an extended school setting, FRC Parent Activity, Migrant parent class, or family night in which diverse populations are present.</p> <p>Candidates will serve 6-8 hours shadowing or assisting an ESLTeacher (2 hrs.), a Special Education Teacher (2 hrs.), and a Gifted and Talented Teacher (2 hrs.).</p> <p>15 hours for Elementary Majors;</p>	1-9

			20 hours for Middle, P-12, & Secondary	
ED 331 Social Studies P-5	10	<p>Candidates will spend 10 hours in a social studies classroom with the following expectations for those hours:</p> <ul style="list-style-type: none"> • 2 hours attending PLC meetings • 2 hours observation of teaching (preferably in the class you will co-teach) • 1 hour of planning with a teacher (discuss classroom assistance) • 2 hours of assisting during classroom instruction • 1 hour of reflection/teacher feedback • 2 hours of participation in an activity (club, after-school tutoring, family night, etc. . . connected to KAS for Social Studies or the C3 Framework) 	<p>Field Experiences in Diverse/Alternate Settings 2 hours attending PLC meetings 2 hours participation in an activity (club, after-school tutoring, family night, etc. connected to KAS for Social Studies of C3 Framework)</p>	1-8
ED 341 Math Methodology P-5	10	<p>ED 341 students are required to complete 10 hours of clinical field experience. These 10 clinical field hours will represent the following activities:</p> <p>1 hour actively participating in a 6th -8th grade math classroom 1 hour actively participating in a math intervention classroom</p> <p>Integrated Lesson: 3 hours for lesson plan development, observation, and implementation in a P-5 math classroom. This lesson should be interdisciplinary, related to science, or social studies.</p> <p>Constructed Response: 3 hours creating and implementing constructed response assessment</p> <p>Original Book or Game: 2 hours for interaction and observation in a P-5 after-school care program and implementation of an original math children’s book or game.</p>		1-8
ED 343 Science Methodology P-5	10	<p>Three hours will be obtained by observing/coteaching and implementing an active science lesson in the 5E format (2 hours observing, 1hour teaching). You are responsible for finding a teacher/classroom for these field hours. Your lesson must be approved prior to implementation. This lesson will be part of the unit created in ED 343.</p> <p>Two hours will be obtained by observing/coteaching in a classroom, creating and implementing a constructed response assessment (1 hour observing, 1hour</p>	<p>Five hours obtained at Clay Hill Memorial Forest planning lessons, creating instructional materials, or leading field trip groups.</p>	1-8

		teaching). Data will also be analyzed. Your constructed response must be approved prior to implementation. Five hours will be obtained at Clay Hill Memorial Forest planning lessons, creating instructional materials, or leading field trip groups.		
ED 351 Reading Methodology P-9	10	<p>Part 1: (3 hrs) Observing and Assisting – Candidates will spend the first part of the field experience by observing, assisting, and tutoring in order to interact with teachers and build rapport with students. Candidates will also reflect on the diverse levels of student abilities and the need for differentiated instruction to make an impact in learning.</p> <p>Part 2: (4 hrs) RTI Reading Experiences Candidates will assist teacher and tutor students based on the reading needs for Response to Intervention (RTI). The reflection for this experience should be a written reflection that describes your RTI experiences and makes connections to the ILA standards, TPGES Domains, KAS, and learning theory.</p> <p>Part 3: (2 hrs) QRI Case Study and Data Analysis Report. The QRI is an assessment tool used to determine a child’s reading level and diagnosis of specific reading problems. In this field experience, candidates will collaborate with a public school teacher to choose a struggling reader in grades 2 or above to administer the QRI reading assessment. This assignment will include a plan for implementation the QRI assessment, interpretation of the data results from a series of three assessments, and a plan for next steps for reading proficiency. Please include examples of the PGES Domain 1B.</p> <p>Part 4: (1 hrs) Design and Implementation of a lesson plan focusing on reading skills (i.e.. comprehension, fluency, vocabulary) to a whole-group in an elementary or middle school. Source of Evidence Lesson Plan should include clear learning</p>	RTI hours are coordinated through Campbellsville Independent Schools	1,2,3,4,7,8,9 1,2,3,4,5,8,9,10 1,2,3,4,6,7,9,10 1-10
ED 359 Content Literacy	20	All candidates will be assigned to a content area teacher and will acquire at least 20 field/clinical hours through the following activities: CO-TEACH: with the teacher through planning and teaching (5 hours). Incorporate a minimum of five strategies in the Allen text.	All candidates will complete a co-teaching project where they will plan with a P-12 or Secondary Teacher a one-week unit, but will only teach one lesson out of that unit to compliment the mentor teacher’s objectives. (10 hours), will tutor a struggling reader (9 hours), and will attend one Professional Learning	1-10

		<p>TUTOR: a struggling reader/s <u>in collaboration</u> with a reading specialist or reading interventionist (9 hours)</p> <p>UNIT: collaborate with the content teacher to plan a one-week unit which integrates several content area literacy strategies for reading and writing (5 hours) The unit will integrate national and state standards for content and ELA standards. However, candidates will only teach one lesson out of their created unit to compliment the teacher's objectives.</p> <p>PLC: Attend at least one PLC (1 hour)</p>	<p>Community Meeting (1 hour). KTS 1-10 / KTPS 1-10</p> <p>RTI hours are coordinated through Campbellsville Independent Schools and Taylor County Schools</p>	
<p>ED 361 Lang Arts Methodology P-9</p>	10	<p>Candidates will acquire at least 10 hours involved with tutoring a struggling reader and with RTI. They will also develop LDC modules for a unit.</p>	<p>Candidates will be developing a unit based on an award winning book about diversity or by a diverse author. They will also work with their P-12 clinical placements to develop LDC modules for this unit. KTPS 2,3</p> <p>RTI hours are coordinated through Campbellsville Independent Schools and Taylor County Schools</p>	2,3
<p>ED 371 Children's Literature P-5</p>	10	<p>Candidates observe, assist, and/or tutor in an elementary classroom to interact with students through the use of literature. Candidates may engage in read-alouds with whole group/small group or tutor an individual child. Children may also read to the candidate. (5 hours)</p> <p>Candidates participate in the planning of special reading events held in the Beulah Campbell Room, such as the National Jumpstart Early Literacy Program, and/or National Literacy Week Celebrations. (5 hours).</p>		<p>1-5</p> <p>9,10</p>

<p>ED 390 Assessment & Instructional Strategies 8-12, P-12</p>	<p>40</p>	<p>Candidates will be placed with a P-12 teacher to first observe and assist, and then plan, teach, and assess a 5-day unit of study. The unit must include a pre-test with analysis of the data, post-test, communication of results to students and reflection of student data. Candidates will intentionally observe to gather information on the learners for the context portion of both unit and lesson plans. (20 hours placement)</p> <p>Candidates will work in an after school program tutoring and/or planning activities. (10 hours)</p> <p>Candidates will observe interim/benchmark testing (MAP & LIVE Scoring) in Marion County Schools as well as Professional Learning Communities (PLC) analyzing student data. (10 Hours) KTPS 6</p>		<p>1-8</p> <p>1,2,4,5,7,8</p> <p>6</p>
<p>ED 414 Classroom Management P-5</p>	<p>40</p>	<p>Candidates in ED 414 acquire 40 field hours, 20 in each placement, in their two student teaching placements the semester prior to student teaching. The hours will include a variety of following experiences:</p> <ul style="list-style-type: none"> • observing classroom management procedures/rules for creating a positive learning environment • observing to learn more about students for placement(s) • teaching a lesson in each placement (2 total), • working with small groups, • incorporating co-teaching strategies, • interviewing the teacher(s) for expectations • planning for collaboration and/or leadership projects for completion during student teaching • any hours lacked on the EPSB required field experiences checklist <p>(40 Hours)</p> <p>MODULE 4</p>		<p>1-10</p>
<p>ED 660 Formative Assessment</p>	<p>30</p>	<p>Review and analyze RTI data in a school setting.</p>	<p>Review and analyze RTI data in a school setting.</p>	<p>1, 2, 4, 6, 9</p>

ED 606 Educational Technology	15	Design and teach a lesson using the latest technology.		1-5, 7,8
ENG 565 Teaching English in Middle and High Schools	20	Collaborate with an English teacher to design and teach a unit. Collect assessment data and reflect on student learning.		1-10
ED 656 Effective Management Skills	40	Case Study/Research Project—Observe a classroom in a school setting that includes students with disabilities, especially those identified with emotional and behavioral disorders.	Case Study/Research Project—Observe a classroom in a school setting that includes students with disabilities, especially those identified with emotional and behavioral disorders.	1-3
ED 659 Content Area Literacy	40	Assist in a literacy setting tutoring a struggling or developing reader and developing and teaching a unit.		1-5, 7-9
ED 704 Nature and Needs of Diverse Learners	30	Field Based Project—Compare and contrast 3 different plans for an ELL or LEP student (e.g. IEP, GSSP, 504); Develop a profile for students with 3 different exceptionalities.	Field Based Project—Compare and contrast 3 different plans for an ELL or LEP student (e.g. IEP, GSSP, 504); Develop a profile for students with 3 different exceptionalities.	1, 2, 6, 9

<p>SED 103 Introduction to Special Education</p>	<p>10</p>	<p>Students will participate in ten (10) hours of field experience (three hours in each setting—inclusion (collaborative), resource, and self-contained). Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another. Observation and assist cannot be within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially.</p>		<p>1-8</p>
<p>SED 105 Introduction to Learning Disabilities</p>	<p>12</p>	<p>Students will participate in twelve (12) hours of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another. (1) Observation and (2) assist cannot be within your own classroom. Use pseudo names when you write about learners and teachers to keep confidentially.</p>		<p>1-8</p>
<p>SED 107 Theories of Reading and Educational Practices P-12</p>	<p>10</p>	<p>Students will participate in ten (10) hours of field experience. These experiences provide a variety of field opportunities to do the following: (1) observe students in an actual classroom (2) assist a teacher with students in an actual classroom (3) tutor an individual student in reading for a period of time (4) in large, and in small groups teach a lesson(s) in reading (5) conduct applied research using a real live classroom (Field Hours Continued) The defining characteristic of field experience is experience with students. You will be required to make your own arrangements with a school and teacher. If you are in a classroom regardless of your responsibilities, you are to use another classroom for this experience. When documenting field hours, students should use mock names for students and teachers involved to ensure confidentiality.</p>		<p>1-8</p>

<p>SED 200 Emotional Disturbance & Behavioral Disorders</p>	<p>12</p>	<p>Candidates will participate in twelve (12) hours of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups, co-teaching), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another. (1) Observation and (2) assist cannot be within your own classroom. Use mock names when you write about learners and teachers to keep confidentially.</p>		<p>1-8</p>
<p>SED 203 Classroom Management</p>	<p>12</p>	<p>At least twelve (12) hours of observation will be conducted in a Preschool/Kindergarten classroom. During this time specific observation pertaining to classroom management plans, class setting of observations, specific plans developed for students, materials, and technology.</p> <p>At least 2 hours of observation will be conducted in a middle school setting. Specifically looking at settings for students in need of behavior management plans and social skill implementation.</p> <p>At least 2 hours of observation will be conducted at the high school setting. Specifically looking at settings for students in need of behavior management plans and social skill implementation.</p>		<p>1-8</p>
<p>SED 205 Behavior Management of Children and Youth with Learning and Behavior Problems</p>	<p>10</p>	<p>Students will participate in ten (10) hours of field experience. The student selected for observation is based upon a behavioral issue identified by certified staff (special education or regular education) in the school you select for observation. The purpose of the clinical hours is to observe the identified student in multiple settings and days within the school. The student does not have to be identified with a disability but one that is displaying: off task behavior, outburst (verbal or physical), incomplete work, defiant behaviors, etc.</p> <p>During this observation, engagement, and research field experience, you will gain permission to observe and work with the identified student, have discussion with individuals working directly with the student, and/or parent if available. Using this information you will provide the following:</p> <ol style="list-style-type: none"> 1. Reflection paper of at least 3- 4 pages for the 20 hours of observation. 2. Develop a power-point presentation of the process, results, and brief self –reflection of the observation/research activity. 		<p>1-8</p>

		3. Develop a Functional Behavior Assessment, Behavior Improvement Plan and an Individualized Education Plan as part of the analysis of the observations.		
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<p>SED 303 Curriculum and Methods in Learning and Behavior Disorders P-12</p>	<p>10</p>	<p>Students will participate in ten (10) hours of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another. (1) Observation and (2) assist cannot be within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience.</p>		<p>1-8</p>
<p>SED 305 Prescriptive and Instructional Strategies</p>	<p>10</p>	<p>Students will participate in ten (10) hours of classroom observations with students with disabilities. Use pseudo names when writing about learners and teachers to keep confidentiality. Students will write a one-page reflection paper discussing various instructional strategies observed and an analysis of their effectiveness.</p>		<p>1-8</p>
<p>SED 410 Teaching Mathematics to Children and Youth with Learning and Behavior Disorders</p>	<p>12</p>	<p>Arrange for and complete twelve (12) hours of field experience. In general, field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. This field experience CANNOT be done in your own classroom. Keep a log to turn into Campbellsville and enter your hours onto KFETS. For the field summary....1. Identify a student with problems in mathematics 2. In observations, look for student attributes listed above 1 through 3. Write a 2-3 page report including the results of the criterion referenced test as well as student attributes observed. 4. Write a reflection paragraph as to what was learned through this field work. Please email a video clip of your work during your field placement working with students to the professor by the last night of class.</p>		<p>1-8</p>
<p>SED 411 Assessment and Instructional Methods</p>	<p>12</p>	<p>Arrange for and complete twelve (12) hours of field experience. In general, field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. Keep a log to turn into Campbellsville and enter your hours onto KFETS. For the field summary....1. Identify a student with problems in mathematics 2. In observations, look for student attributes listed above 1 through 3. Write a 2-3 page report including the results of the criterion referenced</p>		<p>1-8</p>

		test as well as student attributes observed. 4. Write a reflection paragraph as to what was learned through this field work. Please email a video clip of your work during your field placement working with students to the professor by the last night of class.		
SED 412 Developmental Reading in Middle and High School	10	Students will participate in ten (10) hours of site-based classroom observation of reading instruction. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another. (1) Observation and (2) assist cannot be within your own classroom. Use pseudo names when you write about learners and teachers to keep confidentially.		1-8
MUS 240 (effective Fall 2017)	23	Candidates observe, teach, assist and/or tutor in classroom settings of certification/content area (music, grades P-12) to reflect on the roles of the teacher according to the Kentucky Teacher Standards. (10 hours) . Candidates will complete a three hour co-teaching task with other candidates in collaboration with field teacher. (3 hours) Reflective Questions: (a) Content Knowledge What content was observed? What topic were students learning? What examples did the teacher provide? How did the teacher connect content to real life examples for students? (b) Learning Environment Describe the learning environment in the classroom. Is it positive? How does the teacher praise students for good work? What routines are used for classroom management? Describe student work displayed. What classroom rules are used? How are students off task redirected back on task?	Candidates will assist and tutor children in local public school's 21 st Century After School programs at elementary, middle and high schools (6 hours) . TAYLOR COUNTY SCHOOLS and/or CAMPBELLSVILLE INDEPENDENT SCHOOLS. Reflective Questions: Describe the learning environment in this diverse after school learning environment. (a). In what activities were students engaged and involved? (b) In what ways did you assist the teachers and participate? (c) What is your opinion of school's providing after school service to children? b. Education System Understanding:	1-9

		<p>(c) Learning Environment Describe how students are learning? What do you notice in student behaviors for learning? In what ways are students actively engaged? How are they using technology? How are they engaged in groups/individual work? What hands on activities are they engaged in? What other ways are students engaged, i.e., taking notes, reading, writing, research, making presentations</p> <p>(d) Management of Instruction Describe teacher behaviors. What types of instruction are implemented? For example, lecture/direct instruction, questioning techniques, use of technology, interaction with students, classroom management techniques, differentiation of instruction, knowledge of content, assessment techniques.</p> <p>(e) Assessment Describe different ways that teacher are assessing for student learning. What types of pre-tests are used? What formative assessments are used to guide instruction? What are some examples of student self-assessment?</p> <p>(f) Diversity: What are examples of diversity in the classroom? Look for classroom conditions that have implications for teaching (i.e., linguistics, cultural, and/or achievement/developmental level differences that create instructional concern in the classroom.</p> <p>(g) What did you learn the most about the classroom setting?</p>	<p>Compare and contrast the American education system with that of your ESL partner. How difficult is it to learn another language? To study in another culture? How does the ESL partner feel about Immersion or ESL Programs in our schools? Discuss what you learned about your partner's educational system.</p> <p>c. Communication Efforts: Describe the ways you attempted to communicate with your partner. Identify ways in which teachers can show consistent sensitivity to individual academic, physical, social and cultural differences to respond to all students in a caring manner. Discuss the importance of communication efforts in working with others of cultural diversity.</p>	
MUS 340 (effective Fall 2017)	25	<p>Candidates observe, teach, assist and/or tutor in classroom settings of certification/content area (music, grades P-12) to reflect on the roles of the teacher according to the Kentucky Teacher Standards. (9 hours). Candidates will teach a P-5 music unit in a classroom setting (5 hours)</p>	<p>Candidates will attend a school board meeting (1 hour).</p> <p>Candidates will participate in field trip to an urban school setting (6 hours).</p> <p>Candidates will assist and tutor children in local public school's 21st Century After School programs at elementary, middle and high schools (3 hours). TAYLOR COUNTY SCHOOLS and/or</p>	1-9

			<p>CAMPBELLSVILLE INDEPENDENT SCHOOLS.</p> <p>Reflective Questions: Describe the learning environment in this diverse after school learning environment.</p> <p>(a). In what activities were students engaged and involved?</p> <p>(b) In what ways did you assist the teachers and participate?</p> <p>(c) What is your opinion of school's providing after school service to children?</p> <p>Candidates will attend one out of school elementary music performance/program (1 hour).</p>	
MUS 342 (effective Spring 2017)	30	<p>Candidates observe, teach, assist and/or tutor in classroom settings of certification/content area (music, grades P-12) to reflect on the roles of the teacher according to the Kentucky Teacher Standards. (15 hours).</p> <p>Candidates will teach a secondary vocal or general music unit in a classroom setting (5 hours)</p>	<p>Candidates will attend one of out of school choral music program (6-12 grade) (1 hour).</p> <p>Candidates will attend a school board meeting (1 hour).</p> <p>Candidates will participate in field trip to an urban school setting (6 hours). Candidates will assist and tutor children in local public school's 21st Century After School programs at elementary, middle and high schools (3 hours). TAYLOR COUNTY SCHOOLS and/or CAMPBELLSVILLE INDEPENDENT SCHOOLS.</p> <p>Reflective Questions: Describe the learning environment in this diverse after school learning environment.</p> <p>(a). In what activities were students engaged and involved?</p> <p>(b) In what ways did you assist the teachers and participate?</p> <p>(c) What is your opinion of school's</p>	1-9

			providing after school service to children?	
MUS 348 (effective Spring 2017)	24	<p>Candidates will visit four different music classrooms: one elementary general music class, one middle school instrumental rehearsal and two high school instrumental rehearsals. These should occur on your own time (18 hours).</p> <p>Reflective Guidelines:</p> <ul style="list-style-type: none"> •Identify the school, ensemble, conductor, and describe the room. •Describe the following: <ol style="list-style-type: none"> 1. How was the rehearsal begun? 2. What fundamental performance issues were addressed and how were they addressed? 3. What performance techniques were employed throughout the rehearsal? 4. Which national standards were taught in the rehearsals and how were they taught? 5. What musical concepts were taught and how were they taught? 6. What classroom management techniques does the teacher employ? 7. What conducting style did the teacher use? 8. What did you notice about student on-task behaviors in the beginning, middle, and end of the rehearsal. 	Candidates will participate in field trip to an urban school setting (6 hours) .	1-9
MUS 241 (effective Fall)	2	Candidates will observe, teach and/or assist in a classroom setting of instrumental music (specifically the woodwind section) to reflect on woodwind teaching methods (2 hours) .		1-4
MUS 242 (effective Spring 2017)	2	Candidates will observe, teach and/or assist in a classroom setting of instrumental music (specifically the brass section) to reflect on brass teaching methods (2 hours) .		1-4
MUS 243 (effective Fall)	2	Candidates will observe, teach and/or assist in a classroom setting of instrumental music (specifically the string section) to reflect on string teaching methods (2 hours) .		1-4
MUS 244 (effective Spring 2018)	2	Candidates will observe, teach and/or assist in a classroom setting of instrumental music (specifically the percussion section) to reflect on percussion teaching methods (2 hours) .		1-8
ENG 465	20	Candidates will acquire 20 hours of field experience in a P-12 setting. They will		1-9

		<p>collaborate with the English teacher to design the unit required for this class and teach that unit, upon completion. They will collect assessment data to reflect on student learning. During the 20 field hours, they will assist the teacher, co-teach with the teacher, tutor a struggling student, work with small groups and with individuals. They will also interview and interact with a variety of P-12 staff, including three English teachers at different grade levels, instructional supervisor, counselor, two students, a supervising teacher and non-English speaking students.</p> <p>Candidates will submit a log of field experiences and the required Field Vouchers with the P-12 classroom teacher's signature.</p>		
MTH 450	20	Students must complete 20 clinical hours, 15 of which should come from a mathematics classroom. Students will write a brief <u>summary/reflection</u> for each field experience.		1-9
BIO 450	20	Twenty field hours are required for this course with documentation of interaction with students. The instructor will provide Field Experience Summary Forms from the School of Education for documentation.		1-9
SSE 444	20	Twenty field hours are required for this course with documentation of interaction with students. The instructor will provide Field Experience Summary Forms from the School of Education for documentation.		1-9
CHE 450	20	Candidates are to complete 20 clinical hours for this course. Summary forms from the School of Education will be provided.		1-9
SPA 350	9	Students will be expected to secure at least three field hours at 5-9 and 6 at 10-12. You are expected to document the field hours and provide written reflections of what you saw, how you actively engaged in the clinical experience, and what the clinical experience means for you as a teacher.		1-9

ART 330	5	Each student will complete 5 hrs. of clinical experiences in the public school, this will include 1 teaching experience.		1-9
ART 431	20	Candidates will complete clinical experiences in secondary school art classes, 20 hours		1-9
HP 411		You are required to observe a minimum of 10 physical education or health classes at local schools. You must spend at least 2 classes each of health and physical education at a high school and middle school. You may choose where to spend the other two. You must provide evidence of your attendance by having signatures from the cooperating teachers using the School of Education Clinical Experience Summary Form. At the teacher's discretion, you may be asked to assist in the teaching of a lesson. You will write five observation visit logs (one-page reflection for every two hours observed), one for each subject and grade level (MS PE, HS PE, MS Health, HS Health) and one of your choice. (100 points)		109

ECE 111 Educational Foundations in EC	10	<ul style="list-style-type: none"> • Observational reports using various observation methods to document development of children with and without disabilities in all domain areas at multiple age levels • Interview people working in different early care and education sectors (program types, models, and settings). Summary of interviews written. 		IECE KTS IV, V IECE KTS VI
ECE 130 Child Development I	6	<ul style="list-style-type: none"> • Individual Child Case Study – child, birth to three – screen/assess, communicate results, interview families, plan and implement strategies to influence development and learning of the child and document development in a portfolio. Ethical practices embedded in Case Study. 		IECE KTS I, III, IV, V, VIII

ECE 140 Guidance of Young Children	6	<ul style="list-style-type: none"> ● Observational report on the social-emotional development of an individual child between the ages of 2-5 yrs. DECA administered on same child. ● Observational report on teacher guidance practices in a toddler setting. ● Observational report on teacher guidance practices in a preschool setting. 		IECE KTS IV IECE KTS II IECE KTS II
ECE 216 Intro to Special Ed in ECE	20	<ul style="list-style-type: none"> ● Case Study: Child with Disabling Condition <ol style="list-style-type: none"> 1. Develop home-based activity plan 2. Administration of multiple formal/informal assessment strategies and tools 3. Attend IEP/IFSP/ARC meeting with summary including family/community characteristics 4. Identify and develop intervention strategies/activities 5. Shadow/Interview families/professionals 6. Document interactions between candidate and child/family with special needs. ● Observation Report on Learning Environment to evaluate inclusive practices ● Interview/shadowing provides opportunities for collaborative learning to inform practice and practice of advocacy skills 		IECE KTS I IECE KTS IV IECE KTS VIII IECE KTS I IECE KTS VII IECE KTS VIII IECE KTS II IECE KTS VI, VII
ECE 230 Child Development II	6	<ul style="list-style-type: none"> ● Individual Child Case Study – child, three to five - screen/assess, communicate results, interview families, plan and implement strategies to influence development and learning of the child and document development in a portfolio. 		IECE KTS I, IV, VI, VII, VIII

<p>ECE 270 Observation & Assessment</p>	<p>20</p>	<ul style="list-style-type: none"> • Informal Assessment <ol style="list-style-type: none"> 1. Use 10 different informal assessments representing all 4 strategies to prepare developmental report • Screening <ol style="list-style-type: none"> 1. Infant-Toddler Screen 2. Preschool Screen 3. Screen using Parent Report • Classroom Instructional Assessment <ol style="list-style-type: none"> 1. Implement curriculum-based assessment tool cross-walked with two early childhood content standards 2. Use assessment to plan activities to support development & learning 3. Create activity matrix to embed IEP benchmarks/short-term objectives into daily routines/activities • Program Evaluation <ol style="list-style-type: none"> 1. Administer ECERS 2. Develop growth/improvement plan • Collaborative IEP development & Shadow/Interview involve community professionals • Examine ethical/legal assessment practices 		<p>IECE KTS IV</p> <p>IECE KTS IV</p> <p>IECE KTS IV</p> <p>IECE KTS V</p> <p>IECE KTS I, IV, VI</p> <p>IECE KTS VII</p>
<p>ECE 280 Approaches to Curriculum & Methods</p>	<p>10</p>	<ul style="list-style-type: none"> • Preschool Observation Report: 7 content areas, learning environment, teaching methods • Observation various curricular approaches and models provides information to inform instructional strategies and approaches to curriculum development (e.g., High Scope, Montessori, Reggio Emilia) 		<p>IECE KTS I, II, III</p> <p>IECE KTS III</p>
<p>IECE 301]The IECE Profession</p>	<p>12</p>	<ul style="list-style-type: none"> • Public Kindergarten Observation Report • Public Preschool and/or Head Start Observation Report • Early Intervention Observation Report • IEP/ARC Meeting and Family Interview • Teach Lesson; videotape lesson implementation; use CLASS tool to evaluate effectiveness of lesson and impact of strategies on children’s learning; reflection on lesson 		<p>IECE KTS I, II, III, IV, VII</p> <p>IECE KTS VIII</p> <p>IECE KTS I, III, V</p>

<p>IECE 360 Cultural & Linguistic Diversity</p>	<p>10</p>	<ul style="list-style-type: none"> • Create cultural and linguistic diversity assessment and use it to evaluate the practices of an early childhood program including administrative forms and program literature, curriculum, adult-child-family interactions, the learning environment, and family involvement. • English Language Learner tutoring; create learning materials: book, picture/vocabulary cards, or a game using a digital camera to support bilingual language learning • Interview the family and teacher of a child from a diverse background to determine goals of each and a plan to reach those goals. • Community Service Leadership Project • Summary report(s) - attend and participate in cultural events/speakers/conferences; prepare summary reports one each. 		<p>IECE KTS II, IV</p> <p>IECE KTS I, II, III, IV, V</p> <p>IECE KTS VIII</p> <p>IECE KTS VI, X IECE KTS X</p>
<p>IECE 381 Curriculum Applications in Language & Literacy</p>	<p>6</p>	<ul style="list-style-type: none"> • Observe and Document the Literacy Program in an Infant/Toddler setting • Administer the ELSA (Early Literacy Skills assessment) & develop strategies for emerging literacy support • Administer the ELLCO (Early Language & Literacy Classroom Observation) & develop action plan to address areas for growth • Plan and implement a large group language arts activity and a small group language arts activity in Preschool & Kindergarten settings 	<p>Some students will collaborate with Family Night at Campbellsville/Taylor County Head Start</p>	<p>IECE KTS II, V</p> <p>IECE KTS IV</p> <p>IECE KTS V</p> <p>IECE KTS I, III, V</p>

<p>IECE 382 Curriculum Applications in Arts & Humanities and Physical/Health Education</p>	<p>6</p>	<ul style="list-style-type: none"> • Observe in an Infant/Toddler program and assess the environment and curriculum for creativity development. • Observe in a Preschool program and assess the environment and curriculum for creativity development. • Observe in a Kindergarten classroom and assess the environment and curriculum for creativity development • Visit Louisville Speed Art Museum – Children’s Activity Section and prepare a report noting ideas for classroom application • Attend a children’s theatre production and prepare a report noting ideas for classroom application; compare live production to literature and/or video versions • Compile an Individual Child’s Art Portfolio & to assess stage in art development and different media used • Plan and implement one lesson from each of the 4 early childhood Arts/Humanities Standards: visual art, music, drama, & dance; assess and reflect 		<p>IECE KTS II, V</p> <p>IECE KTS II, V</p> <p>IECE KTS II, V</p> <p>IECE KTS I, II, III</p> <p>IECE KTS I, II, III</p> <p>IECE KTS II, IV</p> <p>IECE KTS I, III, V</p>
<p>IECE 383 Curriculum Applications in Math, Science, and Social Studies</p>	<p>6</p>	<ul style="list-style-type: none"> • Prepare and implement a preschool and a kindergarten lesson selected from math, science, social studies, and health education content areas • Observational reports document and assess math, science, and social studies experiences and curriculum in preschool and kindergarten settings • Create, implement, and reflect on a math game linked to children’s literature 		<p>IECE KTS I, III, V</p> <p>IECE KTS II, V</p> <p>IECE KTS I, II, III, V</p>
<p>IECE 384 Interactive Technology with Young Children</p>	<p>6</p>	<ul style="list-style-type: none"> • Evaluate preschool/kindergarten classroom computer centers and integration of technology across content areas • Lesson plans that integrate technology-develop and implement in a preschool/kindergarten classroom; document and reflect on the experiences • Observational report PECS (Picture Exchange Communication System) implementation 		<p>IECE KTS II, V</p> <p>IECE KTS I, III, V, IX</p> <p>IECE KTS IX</p>

IECE 385 Infant & Toddler Programming & Education	8	<ul style="list-style-type: none"> • KTIP lesson plans – create learning materials, implement; document and reflect • Observing/evaluating infant/toddler program using ITERS; develop improvement plan • Observing/evaluating adult-child interactions at infant and at toddler levels; note strategies to support trust at infant level and autonomy at toddler level • Infant/Toddler Screen and CBA Assessments – administer and communicate results 		IECE KTS I, III, V IECE KTS V IECE KTS I, II, IV, V IECE KTS IV
IECE 400 Current Issues in Early Childhood Education	TBD	<ul style="list-style-type: none"> • Debate Project may include field experience hours to interview, observe, and investigate the current issue that is represented in this final project • International special investigations as part of the School of Education learning abroad global competency program are encouraged but optional 		IECE KTS VII
IECE 410 Special Investigations in ECE	TBD	<ul style="list-style-type: none"> • Action Research Task involves data collection (e.g, observation, interview, document review, etc.), documentation of process, and analysis of data. • International special investigations as part of the School of Education learning abroad global competency program are encouraged but optional 		[IECE KTS VII]

<p>IECE 416 Special Ed Procedures & Strategies in IECE</p>	<p>15</p>	<ul style="list-style-type: none"> • Intervention Project: Students will design an intervention plan for a child that may have a suspected delay or is already identified with a delay. The intervention plan must include simple yet detailed instructions as to how to carry out the intervention. The intervention plan must address the delay with short term objectives and criteria. Short term objectives must follow the “ABCD” objective formula. Students will implement the plan with the targeted child. • Students will observe an IEP meeting and Written reflection must also include connections of the special education process, IDEA requirements, development of and implementation of an IEP, and the collaboration process. • Students will observe and interview two teachers: (a) an IECE certified teacher working in an inclusive preschool classroom and (b) a Special Education Resource or Self-Contained teacher reflecting on the observed methods of progress monitoring, how interviewees embed IEP goals into daily planned activities, how interviewees code objectives in their daily lesson plans, how they document progress monitoring, and how they communicate to parents about their child’s progress. • Students will observe a Transition Plan ARC meeting that supports the child with an IEP. • Students will interview a Preschool Coordinator or Special Education Director in their district who deals with the Response to Intervention process. • Using an evaluation report, students will develop an IEP for a child. • Students will videotape themselves or video a teaching professional in a classroom for 20 minutes reflecting on interventions used. 		<p>IECE KTS I, III, IV, V, VI</p> <p>IECE KTS VI, VI</p>
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<p>IECE 420 Teaching in Kindergarten</p>	<p>20</p>	<ul style="list-style-type: none"> • Students observe kindergarten programs/classrooms in two different schools. (Observing <i>co-teaching strategies</i> and information regarding curriculum, schedule, methods, technology, classroom organization, learning environment, student growth plans, Response to Intervention (RtI), collaboration, family relationships). • Develop a week’s Kindergarten unit on a Math, ELA, or Science concept: Using curriculum materials/pacing guides/curriculum maps from the local districts. Unit includes the pre-assessment, Curriculum Web, one Lesson Plan • Students will attend a Professional Learning Community (PLC) meeting and write a brief summary of the experience. • Students will administer the <i>Kindergarten Brigance Screen</i> and prepare a report analyzing the outcome with suggestions for instruction. • Intervention Interview: Students will interview a Resource teacher for (P-5) to discuss the role of intervention (RtI, IEP plans) in the kindergarten classroom. • Students will develop an Intervention Plan that includes an Activity Matrix using information provided along with the summary report describing intervention strategies. 		<p>IECE KTS III</p> <p>IECE KTS I, III, V</p> <p>IECE KTS VII</p> <p>IECE KTS IV</p> <p>IECE KTS I, II</p>
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<p>IECE 440 Positive Behavior Supports</p>	<p>10</p>	<ul style="list-style-type: none"> • Identify child who could benefit from a Social Story; create social story with family/teacher collaboration; implement social and document in four stages of social/skill acquisition; videotape and assess using CLASS evaluation tool; reflect on strengths & growth areas • Develop/implement visual support linked to Social Story • Observe preschool/kindergarten class to document environment impact on behavior • Observe preschool/kindergarten class to document affect of relationships on behavior • Observe preschool/kindergarten class to document direct supports provided to increase social and emotional competencies • Observe preschool/kindergarten class to document Tier 3 intervention strategies used to support children with challenging behavior • Interview school/agency personnel to understand process utilized to develop functional behavior analyses and interventions to support children using challenging behavior 	<ul style="list-style-type: none"> • 	<p>IECE KTS II, VI</p>
<p>IECE 460 Working with Families in ECE</p>	<p>10</p>	<ul style="list-style-type: none"> • Family Collaborative Project: <ol style="list-style-type: none"> 1. Field Experience: Routines-Based Interview 2. Field Experience: Screening 3. Field Experience: AEPS assessment 4. Field Experience: IFSP Development 5. Field Experience: Intervention Strategies 		<p>IECE KTS IV, VI, VIII</p> <p>IECE KTS IV IECE KTS IV IECE KTS V, VI, VIII IECE KTS I, III, V, VI, VIII</p>
<p>IECE 470 Advanced Assessment in IECE</p>	<p>20</p>	<ul style="list-style-type: none"> • Work as part of collaboration team, including family, to prepare and administer the TBPA (Transdisciplinary Play-Based Assessment); use results to prepare a mock IEP • Follow a child through identification, referral, evaluation process including screen, diagnostic, IEP, and service delivery; prepare report interpreting results of diagnostic evaluation observed • Observe/Interview Preschool & Kindergarten teachers regarding curriculum assessment process and tools • Informal Assessment across all domains using a variety of tools 		<p>IECE KTS I, IV</p> <p>IECE KTS I, IV</p> <p>IECE KTS IV</p> <p>IECE KTS IV</p>

<p>IECE 475 Organization and Administration in ECE</p>	<p>10</p>	<ul style="list-style-type: none"> • Program Evaluation using <i>Program Administration Guide</i> • Professional Development Training Plan – create and decide on a topic for staff training. Research the topic, develop/implement a lesson plan to include objectives, how the objectives of the training will be met, resources to be used, research, handouts, and a training evaluation form • Interview/shadow Program Administrators at Infant/toddler, preschool, and school-aged child care • Interview the Preschool Coordinator of a public preschool program 		<p>IECE KTS V</p> <p>IECE KTS I</p> <p>IECE KTS VII</p> <p>IECE KTS VII</p>
<p>IECE 480 Advanced Curriculum & Methods in IECE</p>	<p>20</p>	<ul style="list-style-type: none"> • Field Experience Journals from two student teaching placement sites. • Lesson Plans rooted in curriculum-based assessment with embedded objectives from IFSP/IEP • Lesson implementation videotaped and scored using CLASS tool by candidate and course instructor; written response to instructor feedback follows. 		<p>IECE KTS V, VII, X</p> <p>IECE KTS I</p> <p>IECE KTS I, III, V</p>