FIELD EXPERIENCE ACTIVITIES AND ASSIGNMENTS: DOCUMENTATION AND POLICIES
UNIVERSITY OF KENTUCKY INITIAL EDUCATOR PREPARATION PROGRAMS

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Purpose for this Field Experience Activities and Assignments Document (TOC)
The intent of this document is to provide educator preparation candidates with guidance in completion of the field experiences that are a part of every UK educator preparation program. The University of Kentucky Educator Preparation Program Faculties believe that a strong clinically-based educator preparation program is the best way to prepare teachers for today’s P12 schools. The materials identified in this document demonstrate the care and planning which has gone into making sure that the field experience activities and assignments which are a part of every professional education course are pertinent, challenging, and effective in immersing the candidate in the world of the P12 schools and their associated communities.

The Kentucky EPSB Regulation 16 KAR 5:040 (Section 3) requires that each teacher education candidate must complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings prior to admission to Student Teaching.
According to EPSB rules, all Field Experience Assignments and activities must take place within the context of a professional (or pre-professional) education course. Field Experience activities that take place outside of the confines of an academic course can not be counted towards the 200 hour field experience requirement for placement in student teaching.

The University of Kentucky Professional Education Unit will maintain electronic records to confirm that all candidates enrolled in student teaching have fulfilled the field experience hours requirement. The courses, field experience activities, assignments and procedures described in this hand book will ensure that each candidate is able to demonstrate achievement of the field experience-hour requirement in Kentucky EPSB Regulation 16 KAR 5:040

**Diversity of Sites Across all P12 Levels in the Required 200 Hours** (TOC)

The Field Experience Activities and Assignments described in this workbook will be in diverse approved settings at the elementary, middle and secondary levels, and will be apportioned over the following categories of activities and skills:

**Field Experience Categories for the Required 200 Hours** (TOC)

Field Experience Category 1: Observe instruction in school and non-school environments including Family Resource Centers or Youth Service Centers. (EPSB Category B)

Field Experience Category 2: Participate with and assist a teacher or instructor carrying out educational activities in public school and other school-like settings. (EPSB Category G)

Field Experience Category 3: Work with individuals (tutoring), small groups, or large groups of students in educational activities. (EPSB Category C)

Field Experience Category 4: In consultation with a teacher or instructor, plan, implement, and assess instruction. (The extent of the activity will be determined by the course objectives as indicated in the syllabus.) (EPSB Category C)

Field Experience Category 5: Observe school board and site based council meetings (EPSB Category E)

Field Experience Category 6: Participate in Professional Learning Community with Teachers and Professional Development Activities in a school or school district. (EPSB Category F)

Field Experience Category 7: Engage families and community through school-based or non-school based organizations such as the PTA, family resource center, YMCA, etc. (EPSB Category D)

**Learner Characteristics Parameters for Focusing the Required 200 Hours** (TOC)

The Field Experience Activities and Assignments developed by each UK Educator Preparation Program Faculty will provide candidates the opportunity to focus attention on the characteristics of learners. In each of the field experience assignments, candidates will develop skill in recognizing and attending to the following learner parameters:

- Learner Parameter 1: English language learners
- Learner Parameter 2: Learners with special needs or disabilities
- Learner Parameter 3: Ethnic groupings (in particular candidates must be alert for becoming familiar with at least two ethnic groupings other than one’s own.)
- Learner Parameter 4: Gender groupings
Learner Parameter 5: Socio economic groupings

Accountability in UK’s Clinical Field Experience Assignments (TOC)

The Educator Preparation Program Faculties will take the responsibility for the following:

1. Develop and maintain the set of field experience activities and assignments associated with each of the professional and pre-professional education courses that make up the candidate’s program, and describe these activities and assignments in a Field Experience Activities and Assignments Workbook or other descriptive documentation.

2. Develop courses and Field Experience Activities and Assignments in such a way that completion of the courses and assignments will permit the candidates to fulfill the EPSB 200 hour rule.

3. Maintain the list of approved sites within which candidates will be permitted to complete their field experience activities and assignments.

4. Aid the candidates in maintaining records of the activities and assignments and field experience hours that they have completed.

5. Regularly review the candidates’ progress through the required field experience activities and assignments.

6. Utilize the OTIS online portfolio system as the way to collect products (artifacts) which result from completion of many of the Field Experience Activities and Assignments, and use OTIS as a tool to demonstrate achievement of standards within the program.

The Educator Preparation Program Candidates will have the responsibility for the following:

1. Complete all required Field Experience Assignments as specified for each professional education course and described in the program’s Field Experience Activities and Assignments Workbook or other descriptive documentation.

2. Complete a Journal Data Report for each field experience. (Most programs will provide candidates with the opportunity to record their Journal Data Reports using their OTIS accounts. If a program is not using OTIS for this purpose, the candidate will complete and maintain paper Journal Data Reports. These reports must then be shared with the program faculty for record-keeping purposes.)

3. Transfer the data from each Journal Data Report to the candidate’s EPSB online Field Experience Reporting tool account.

4. Upload any required products (artifacts) to the candidate’s OTIS account.

Required Fields in the Journal Data Report (JDR) (TOC)

Candidates will keep a record of each field experience. The record will include an accounting for each of the following fields. These fields match those that will be entered on the EPSB Field Experience Recording site. These fields are also included in the field experience recording tool on the OTIS website. Candidates will find that certain technical accommodations have been made both on the EPSB site and the OTIS site to make the data transfer easier. Ultimately, however, this complete data set must be kept for each field experience activity, whether in a public school site, a private school site, or a non-public or private school site.

1. Candidate Identifiers
Candidate Last Name:
Candidate First Name:
Candidate Middle Initial:
Candidate UK Link Blue ID:
Candidate EPSB Identifier:

2. Professional Education Program Course Identifiers
   Institution:
   Professional Education Program Name:
   Course Prefix and Course Number:
   Course Title:

3. Field Experience Context Identifiers
   City of Educational Site
   District Name (public school sites only)
   Name of Educational Site
   Name of Instructor or Teacher
   Date of Field Experience
   Time of Field Experience From: To:
   Grade Level or Age of Students:
   Title of Educational Activity

4. Field Experience Category Code:

5. School Level Code: ___ Elem ___ Middle Grades ___ Secondary ____ N/A

6. Learner Characteristic Parameters Identifiers for this Experience:
   Were there English Language Learners? ___ y ___ n
   Were there Learners with Special Needs? ___ y ___ n
   Were there members of an Ethnic / Socio Cultural Group different than yours? ___ y ___ n
   Candidate’s comments about the Learner Characteristics Observed in this Experience

7. Comments by Candidate Following the Individual Field Experience  (No more than 100 words)
Use of the OTIS On-line Electronic Portfolio System for Recording Journal Data Reports (TOC)

The College of Education “Open Tools for Instructional Support (OTIS)” online portfolio system is used by faculty and students in all UK educator preparation programs to manage candidates’ documentation of meeting required standards. All candidates are expected to have an OTIS account. Candidates will use the OTIS account to record their 200 hours of field experiences on a daily basis.

The OTIS development team has created a Field Experience Journal Data Reporting Tool Set for candidates to manage their Field Experience Assignment information. At the end of each field experience activity candidates will record information directly into the Journal Date Report (JDR) in OTIS. Candidates can also use OTIS to upload products (artifacts) that result from completion of field experience assignments. As artifacts are uploaded into OTIS they can be reviewed and assessed by the candidate’s program faculty. By the end of a professional education course, candidates should have a complete record of their field experience activities in their OTIS account., including the JDR data and also the artifacts that result from the field experience activities.

It is very important that candidates keep up with recording the JDRs in OTIS as they occur.

OTIS also a set of tools that the program faculties can use to review the candidates’ accounts and verify completion of required field experience assignment hours.

Use of the EPSB On-line Field Experience Tracking System (KFETS) (TOC)

The Kentucky Education Professional Standards Board technology staff has created a “Field Experience Tracking Site” that pre-student teaching candidates will use to report their Field Experience hours. Each candidate will have registered with the EPSB and created an EPSB account. This account can be used for a variety of purposes including the recording of field experience hours, such as review of certification applications. When a candidate signs on to their EPSB account and chooses to use the Field Experience Tracking Site, the first thing that will be asked is which course they are enrolled in. The EPSB will use the information from this site to check the field hours for student teachers. There will be a start-up period starting in the Spring of 2014 where current candidates will not have had time to use the EPSB Field Experience Tracking Site to record their hours. Those “transition” candidates will be verified by UK in terms of having completed the 200 hour requirement. Starting in the Fall of 2014, educator preparation candidates will be required to record each required field experience activity in their educator preparation program on the EPSB On-line Field Experience Recording Tool Site. The Journal Data Report used at UK will include the various data items that candidates will be expected to transfer to the EPSB site. Candidates will be strongly encouraged to record their field experience activities regularly, to ensure accuracy and completeness of recordings.

The Difference Between Data for Public Schools and Private Schools, and School-like Educational Sites that are Neither Public Schools or Private Schools. (TOC)

Although the expectations for field experiences and field experience hour recording is the same in all three kinds of educational settings, candidates will find that there is some difference between how the EPSB Field Experience Tracking Site handles field experiences in public schools and the other kinds of educational sites, i.e., private schools, and sites that are school-like but neither public nor private schools. The EPSB site will be able to automatically load certain data elements for public school sites that are in a school’s regular school schedule. For example, the number of males and females, or English Language Learners in a classroom should be available on the EPSB site, having been loaded
there from the Kentucky Department of Education Infinite Campus record keeping system. This data is not available on the EPSB site for either private schools or school-like educational settings that are neither public nor private schools. For these other sites, the candidate will have to manually enter all data from their Journal Data Records, or, if using the OTIS field experience recording tool set, transfer the data from OTIS to the EPSB.

**Equivalency of Records Between UK and the EPSB Field Experience Recording System** *(TOC)*

Candidates will be recording their field experience hours on both the UK OTIS site and also the EPSB Field Experience Tracking Site. The OTIS reporting tools will allow program faculties to: 1) review and verify the experience of the candidates with their field experience assignments and visits, 2) compare the flow of field experience records with the uploading of field experience assignment products (artifacts), 3) track the relationship between candidates’ field experiences and artifact production with their progress towards meeting all required standards. The EPSB Field Experience Tracking Site is a simple accountability mechanism for the EPSB to ensure that candidates are meeting the requirements of state regulation.

The UK OTIS development team will be constantly improving the OTIS experience to make it as user friendly as possible, and also to make it as easy as possible to transfer the Journal Data Report information from OTIS to the EPSB site.

**The Field Experience Activities and Assignments are Only One Component of the Candidate’s Educator Preparation Program Experience.** *(TOC)*

As candidates work towards completion of both a UK degree and also a state teaching certificate, there are several critical resources for them. First, candidates should use the UK APEX curriculum planning system which is a part of their MyUK account. Also, they should carefully read the sections of the UK Bulletin related to their program of studies, which can be found at [http://www.uky.edu/registrar/bulletin-course-catalog](http://www.uky.edu/registrar/bulletin-course-catalog). Second, candidates should use the following resources for their teacher education programs (TEP): 1) the TEP curriculum contract which has been prepared for them by their advisor, which details all of steps in completing their specific TEP program; 2) the UK Educator Policy on Admission, Retention and Completion of Educator Preparation Programs, which may be found in the UK Bulletin at [http://www.uky.edu/sites/www.uky.edu.registrar/files/edu_5.pdf](http://www.uky.edu/sites/www.uky.edu.registrar/files/edu_5.pdf), and 3) this workbook on completion of required field experience assignments associated with their educator preparation program.
### Initial Preparation Field Experience Activities and Assignments Overview Graphic

**INITIAL PREPARATION FIELD ACTIVITIES** Are Organized By **Program** And Integrated Into Pre-Professional And Professional Courses. All Initial Preparation Courses Have Both Academic And Clinical Field Experience Components

**INITIAL PREPARATION FIELD ACTIVITIES** Are Organized By **Type**

Types include:
1. **Observing** In Public Schools and other school-like educational contexts
2. **Participating With or Assisting Teachers** or Instructors Carrying out Planned Activities
3. **Working with Individual Students (tutoring)**, Small Groups or Large Groups in Educational Activities
4. **Planning, Implementing and Evaluating Educational Activities** in Consultation with a Teacher
5. **Observe P12 Governance**: Attend School Board and Site Based Council Meetings
6. **Participate in Professional Learning Community** and in Professional Development
7. **Engage Families and Community Through** In school and/or After school activities

**INITIAL PREPARATION FIELD ACTIVITIES**: For EACH initial preparation program **occur at all three levels of instruction**
Elementary School, Middle School, High School

**INITIAL PREPARATION FIELD ACTIVITIES** Focus on **Learner Characteristics** (English Language Learning, Socio Economic Variables, Gender, Ethnicity, Special Needs, Special Talents)

**INITIAL PREPARATION FIELD ACTIVITIES** Are **recorded on a daily basis** in the OTIS Online Portfolio System AND in the EPSB FETS Online Recording System

### Initial Preparation Field Experience Activity Sets Common Elements