FIELD EXPERIENCE POLICIES

Field Experience Guidelines
The Teacher Education Program is comprised of three major components, one of which is the Field Experience Core. (The other two are the Professional Education Core and the Methodology Core, which are described in the Curriculum Requirements section of this handbook.) Students progress through a series of developmental experiences that develop insights and standards for building a learning community. Each experience requires systematic inquiry into teaching, learning, decision-making, and self-assessment. Guidelines for each field experience are provided in the course syllabus and rely on action-based research standards and demand critical analysis of practice on the part of the student-researcher. Students are encouraged to involve professional education and clinical faculty throughout the research and reflection process.

Work with children, youth, and their families in schools and the community is a part of other courses not designated in the field experiences. However, the minimum program requirements for field experience prior to student teaching based on licensure area follow.

Elementary Education
ED 201 Introduction to Education Field Experience 12 hours
ED 313 School as Community Diversity Field Experiences 50 hours
ED 214 Integrated Art and Music Methods 10 hours
ED 307 Building Community through Integrated Social Studies and Science 30 hours
ED 314 Mathematics Methods and Assessment 20 hours
ED 317 Integrated Language Arts Practicum 30 hours
152 hours

Secondary and PreK-12 Majors:
ED 201 Introduction to Education Field Experience 12 hours
ED 313 School as Community Diversity Field Experiences 50 hours
ED 358 General Secondary Methods Field Experience 50 hours
ED 332 Teaching Reading in the Content Areas 20 hours
457s Content Area Teaching Methods 20 hours
152 hours

Special Education Majors:
ED 226 Characteristics of Individuals with Exceptionalities: Adaptive 10 hours
ED 320 Curriculum for Individuals with Exceptionalities: Adaptive 10 hours
ED 322 Building School, Family and Community Partnerships for Individuals with Exceptionalities 10 hours
ED 324 Methods and Materials for Individuals with Exceptionalities: Adaptive 10 hours
ED 326 Assessment of Individuals with Exceptionalities 10 hours
50 hours

Plus Elementary Education Field Experience Requirements 152 hours
202 hours
Internship experiences build in their intensity from ED 201 through Student Teaching. Initially students observe classrooms and schools as they explore the nature of schooling. They extend this insight as they compare and contrast educational environments and conduct in-depth interviews with educators, students, parents, and community members. Then they work with small groups of students and try out lessons in alternative learning environments. This leads them to preparing, delivering, and assessing integrated curriculum units, which they critique in terms of K-12 students’ learning performance and teacher effectiveness. At this stage they also mentor students over the course of a semester, investigating their unique needs and experiences, and assessing their progress. As teacher candidates move into their student teaching, they are experienced with using and applying relevant information and skills to create a learning community for at least 12 weeks.

Each of the field experiences is summarized below to identify the variety of experiences required, the intensity and developmental nature of the field experiences, and the emphasis on critical reflection that occurs through a discovery, action-based research approach.

For All Teacher Candidates:

**Ed 201 Introduction to Education Field Experience**
This field experience is designed to inform the decision-making process of students considering a career in elementary or secondary education. Students are encouraged to find observation placements outside of the Atchison school districts, typically in their hometown over a break. Minimum of two six-hour days, where students will shadow two teachers in different learning environments to acquire a beginning understanding of the roles and responsibilities of a teacher and what teaching and learning are like. The students will complete various activities at each site and write a reflective comparison paper on their experience.

**Ed 313 School as Community Diversity Field Experiences**
The diversity and field experiences component of the Ed 313 course is particularly designed to expose students to diverse individuals and educational settings and to the wide range of community resources that support the holistic needs of children and their families. The experience requires students to spend 50 hours where they engage in a variety of settings, enabling them to practice and critically reflect on the issues addressed in Ed 312. Taken concurrently with Ed 312. Transportation for field experience is the responsibility of the student.

For Secondary and PreK-12 Majors:

**Ed 358 General Secondary Methods Field Experience**
Taken concurrently with Ed 357, this field experience is designed for secondary education majors to complete an intensive practicum that requires design, delivery, and assessment of five lessons or one unit. Students will be expected to
integrate technology, learning styles, accommodations for exceptional and multicultural students, interdisciplinary connections, project-based, and performance-based assessment throughout their teaching. Students will also be expected to participate in collaborative planning and evaluation with school faculty and spend fifty hours in the school setting. Transportation for field experience is the responsibility of the student.

**Ed 332 Teaching Reading in the Content Areas**

Essential components of this course include: 1) a study of the fundamental processes in reading and the procedures for teaching reading in middle and senior high school subject areas, 2) the use of technology to promote literacy in the secondary school. BC students will be required to design and implement instruction for at-risk youth, tailored to their specific learning and social needs. A minimum of 20 hours working with students and teachers will be required.

**-- 457s Content Area Teaching Methods**

Students take this course in cooperation between the Education Department and the discipline in which they are preparing to teach. A minimum of 20 hours in the field is required during which candidates work with a secondary teacher in a partnership school to design, implement, and evaluate an instructional unit in their licensure area. Use of technology and discovery-learning strategies must be evident within the unit.
**For Elementary Education Majors:**

**Ed 214 Integrated Art and Music Methods**
Designed for the regular education classroom teacher, this course allows students to design, implement, and evaluate arts experiences, which can be integrated within the core curriculum and are developmentally appropriate, meaningful and challenging for all students. Recognizing that students use multiple modalities for learning core concepts, this course provides strategies for nurturing the visual, musical, and kinesthetic modalities of all learners. Students are required to participate in a minimum of 10 observation hours in the art and music classroom.

**Ed 307 Building Community through Integrated Social Studies and Science**
Supervised practicum in alternative settings requiring the planning, delivery, and assessment of interdisciplinary lesson plans. An outdoor education experience and a project-based unit integrating science, health, and social studies will emphasize approaches for teaching community building and social responsibility in this 30-hour field experience requirement. During this field experience, all students complete a modified Benedictine Performance Assessment (BPA). The BPA requires candidates to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of all students. Transportation for field experience is the responsibility of the student. Taken concurrently with Ed 301 and 303.

**Ed 314 Mathematics Methods and Assessment**
Students study and apply their knowledge, understanding, and use of the major concepts, procedures, and reasoning processes of mathematics for planning problem-based instruction and experiences in diverse classroom settings that meet the needs of all students, including tiered lessons, interactive tools and technologies. Formal and informal assessment strategies and their use in evaluating student learning processes and products will be examined as a means to meet the needs of all learners. Application of concepts in twenty hours of field experience is required. *To be taken concurrently or following Ma 110 and Ma 111.*

**Ed 317 Integrated Language Arts Practicum (1-4)**
Required supervised practicum in partnership schools taken concurrently with Ed 319. Students will work directly with K-6 students in reading, library, and language arts instruction. Responsibilities will include observation and team teaching targeted instruction; and planning and implementing a writer’s workshop. Transportation for field experience is the responsibility of the student.

**For Special Education Majors** (in addition to Elementary Educ. requirements):

**Ed 226 Characteristics of Individuals with Exceptionalities**
An in-depth study of the classification, etiology, incidence and prevalence of persons with severe disabilities across the life span. Social, behavioral, adaptive,
and learning characteristics will be examined. Contemporary issues in prevention, placement alternatives, education and training of people with severe disabilities will be examined and discussed. Multicultural competence and responsiveness is examined in-depth, along with various laws and legislation affecting the lives of individuals with exceptionalities across all settings. The role of new technologies in the lives of people with severe disabilities will be reviewed. Societal reactions to persons with severe disabilities will be examined. Students engage in a team-based project conducting original research on a topic related to disability related support in schools. Ten hours of supervised experiences with families and individuals with severe disabilities is required.

**Ed 320 Curriculum for Individuals with Exceptionalities**

This course is an in-depth examination of various curricula for people with disabilities. Issues related to cognitive development, communication, basic living skills, social competencies, emotional adjustment, community living, independent living, and vocational preparation are explored through an adaptive approach to curriculum and curriculum development. Multicultural competency in teaching and meeting the needs of individuals with exceptionalities is examined. Assistive technologies are explored and implemented in the review of and implementation of curricula in the field. Competencies will be developed in creating legal compliance documents related to the initial, or continuing Individualized Education Program through the development of the parts of the IEP related to curriculum and instruction. Ten hours of field work with people with disabilities is required.

**Ed 322 Building School, Family and Community Partnerships for Individuals with Exceptionalities**

A study of the basic principles and techniques of building relationships with families, members of the school community, and the public services for students and families with individuals with exceptionalities. Emphasis is placed on life-long planning and decision-making. Basic principles of strong democratic leadership, proactive problem solving, collaboration, and organizational structure are covered. Interviews with professionals and parents are conducted to gain insight into the needs of families. Internet and community resources are researched towards the development of a comprehensive service guide. Ten hours of supervised experiences with families of individuals with exceptionalities is required.

**Ed 324 Methods and Materials for Individuals with Exceptionalities**

A study of the curriculum methods and materials appropriate for teaching the learner with exceptionalities with consideration of the curricular objectives for various disabilities. Through practical experiences in multiple special education settings and across multiple levels of inclusion, students develop instructional materials appropriate to the adaptive needs of students served within each setting. Delivery of created instructional materials is pair with reflection on the process towards the goal of creating and implementing effective lesson designs and
materials. Ten hours of supervised experiences with individuals with disabilities is required.

**Ed 326 Assessment of Individuals with Exceptionalities**
This course is an introduction to assessment and diagnosis of individuals with exceptionalities. Assessment for legal purposes of identifying exceptional individuals from birth through adulthood and assessment for educational/training decisions will be covered. Formal and informal assessment strategies across age groups, exceptionalities, and curricular areas will be studied. Both the traditional model and Response to Intervention model of assessment will be studied. A minimum of ten hours of supervised experiences in assessment is required.

**Field Experience Placements**
Placements in field experiences are made and monitored by the Education Department to ensure that each student is placed in a variety of settings so that by the end of the program all students have observed and participated with K-12 students from diverse settings, including representation from cultural, socio-economic, grade level, school affiliation, and geographic categories. While students are invited to prioritize their desired placements in partnership schools, the Education Department reserves the right to make the final placement decisions.