Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.5 Evidence for the Onsite BOE Team to validate during the onsite visit

(1) Evaluations of the effectiveness of partnerships. What evaluations are conducted? How effective are partnerships?

Unit Response:

Unit faculty will share insight with the NCATE/State partnership teams on various discussion and meeting agenda from the December and January 2011 meetings on field experiences.

(2) Development of partnerships with professional development schools. How are faculty members involved in the school improvement activities of the PDS? How are candidates involved in the PDS?

Unit Response:

Spalding University has a long history of preparing high quality teachers and administrators for the state of Kentucky and beyond. In recent years, the unit has been influences by the national emphasis on systematic collaboration between institutions of higher education and P-12 schools. With support and leadership from the newly (2008) hired dean of the college, unit faculty’s interest in research on developing PDS was heightened. That interest among faculty was further extended when the College of Education was selected, through the JCPS partnership relationship, to become an equal partner in “adopting” Maupin Elementary School to become a Gheens Institute for Creativity and Innovation. The Dean sought to coordinate faculty interest and energy to focus our relationships with Maupin in order to enhance student learning, the school culture, teacher preparation, and student teaching. Following multiple meetings that included unit faculty and Maupin’s representatives, a partnership was formed. The two partners began working on goals and activities.

Initial shared activities included a book talks. The first book shared was Zander R., and Zander, B. (2002). The art of possibilities: Transforming professional and personal life. New York: Penguin Books. As an outgrowth of the bonding between faculty in both institutions, the idea of adding after-school programs emerged and several ad hoc committees were formed; each with a defined mission and goals. Other activities included joint faculty meetings [See Exhibit 3.4.2.1]; joint professional development programs (including a professional meeting at the Zoo in 2009; another in the History Museum downtown in 2010); Day on campus activity on campus in 2010 and 2011 for fifth graders; joint faculty meetings; joint scholarly presentations at both local, state, regional
and national level and others.

Dr. Karen Dunnagan who teaches some of her reading courses at Maupin has involved her students in tutoring and reading. Dr. Barbara Foster’s methods courses have also been relocated to Maupin Elementary School. Maupin has also become a valuable placement site for candidates in the P-5 Elementary and P-12 LBD programs.

(3) Data on performance of candidates in Alternative Certification Programs. What data are collected on these candidates? How are these candidates performing as compared to candidates in traditional programs?

Unit Response:

The unit utilizes multiple assessments for all initial certification programs. However, there are several program-wide assessment used for both traditional and alternative route candidates. While the program structure in course servicing is different, Alternative certification candidates’ performance is comparable to the traditional route. However it is notable to not that the unit employer surveys offer a more favorable perception relative to the preparation of candidates in the alternative certification programs. In addition, observation data and various evaluation assessments indicate that performance in general for alternative certification route candidates’ performance is generally higher.

(4) The Renaissance Action Plan rubric. What has been accomplished, especially for advanced programs?

Unit Response:

The unit considers the development of the Renaissance Action Plan (for 2010-2012) to have been instrumental in providing a systematic process in guiding Standard 3 to target. Over a period of time that lasted several months, unit faculty participated in small group to develop the Plan and to align goals and objectives to the Target level column of the NCATE rubrics for Standard 3. The plan has remained a unifying conversation instrument for reflection and planning. Unit faculty has made steady progress accomplishing set benchmarks. Program directors and found the usefulness of the plan as they developed specific goals of their annual Balanced ScoreCards. Exhibit 3.5.4.1 highlights components of the Renaissance Action Plan relative to the advanced programs. The status column (last column of the Plan) indicates accomplishments/progress the unit has made in reaching its goals.

(5) Field experiences and clinical practice for advanced candidates. What field experiences are required? What assessments are linked to field experiences and clinical practice? What data are generated from those assessments?

Unit Response:

Field experiences are a part of each program offered at both the initial and advanced levels. While field experiences in the advanced programs are not leveled they are, nevertheless, required and considered as critical opportunities to blend theory and practice as well as
demonstrate performance based on standards and professional dispositions reflected in the Unit’s conceptual framework. All professional education courses include program identified requisite hours of field experiences. Through their field experiences, candidates see the merging of theory and practice and further develop their teaching knowledge and skills. The unit ensures that field experiences for advance candidates are well sequenced, supervised by trained personnel and monitored by unit faculty, and integrated into the program.

All field experiences are developed and assessed with unit developed instruments that are aligned to the appropriate standards. For the School Guidance and Counseling program, field experiences are aligned to the Kentucky Standards for School Counselor and reflected published standards by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); the Teacher Leader Program uses the Advance Performance indicators of the Kentucky Teacher Standards as well as the appropriate professional standards depending on the endorsement area. The Principal Preparation program aligns it field experiences and assessments on the six dimensions of the Kentucky Cohesive Leadership System which are aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards.

These field experiences are carefully planned and follow a clinical approach to formative assessment (pre-observation conference, observation and post-observation conference), by field based supervisors who provide support to candidates within their own schools. Assignments and assessments completed in field experiences are course embedded. In the endorsement programs (which are also a part of the Teacher Leader Program) the Practicum involves observations and completing cases that emphasize isolated skills. Programs that do not have a practicum, candidate assignments and assessments involve skill integration and progressive movement toward independence in the school building.

(6) Criteria for school-based and university-based clinical faculty members in the educational leadership program. Who are the school-based clinical supervisors for educational leadership candidates?

Unit’s Response

Lists of school-based and university clinical faculty members are provided in Exhibit 3.4.6.1 and Exhibit 3.4.6.2.

(7) Samples of e-portfolios. How are the e-portfolios used in field experiences and clinical practice? How are candidates performing on related assessments? How are e-portfolios used in advanced programs?

Unit’s Response

Like initial level programs, candidates in the advanced programs are expected to include
samples of work from their placements in the ePortfolio. A particular emphasis on the school guidance and counseling program ePortfolio is engagement in reflective practice where candidates are required to reflect on their artifacts and action. In ESL program, all lesson plans require a reflection which the candidate writes after s/he has taught the lesson—either about current knowledge or effectiveness. These reflections are included as a component of the portfolio. The “first crop” of evaluated ePortfolios was obtained from the School Guidance Counseling program. All other advanced programs are new or recently redesigned.

(8) Training materials for cooperating, supervising, and university faculty. What training materials are used? How do they learn to use the rubric for review and grading?

**Unit’s Response**

University clinical faculty/supervisors and cooperating/mentor teachers are trained by the Field Experiences and Clinical Practice and the Director of the Alternative Certification Program in collaboration with program directors. The purpose of the training is to provide them with the requisite skills needed to work with both candidates and program faculty. The unit has developed training materials [available for review by the NCATE/State joint teams during the on-site review] that includes the use of rubrics, evaluation forms, use of LiveText and other technologies in addition to the shared vision of the unit’s Conceptual Framework. Other areas of training include policies and procedures related to field and clinical experiences. Clinical faculty members provide the final summative evaluation as to whether candidates meet unit, state and professional standards during student teaching and practicums to meet program requirements for their licenses and endorsements. Their opinions and perceptions are valued concerning changes that need to be made in programs or regarding confusion by candidates in relation to program requirements.

(9) Alignment of field-based experiences with expected outcomes. How do classes with field/clinical based experiences (Level 1, 2, and 3) support evidence-based outcomes of highly effective educators? How does the unit track this support?

**Unit’s Response**

The unit recognizes that the conceptual framework is the underlying structure of the unit that sets forth a vision of the unit and provides a theoretical and empirical foundation for the direction of programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. Faculty routinely reviews and updates the conceptual framework and ensures that it is remains responsive to best practices and current research. A review of unit documents and exhibits would review evidence of threads of the conceptual framework. Over the last three years, the unit has given intentional focus to NCATE Standard 3 as evident in the development and redesign of advanced programs. The unit has, however, not implemented a tracking system to support. The unit may consider the inclusion of a tracking mechanism in the next revision of the Renaissance Action Plan for Continuous
Improvement and research the capabilities of the newly acquired FEMS component of LiveText.

(10) Criteria for a partnership site. What criteria are applied to the selection of a partnership site? What criteria determine when a partnership should be developed?

Unit’s Response

Collectively as a unit, we seek to prepare teachers and other school personnel who are able to impact student learning through the creation classrooms and school cultures that value all students and honor diversity. In extending our theme of Educator as Leader, the unit faculty recognize that the Educator as Leader must have a preparation varied and meaningful school sites that understand student experiences and issues of diversity are related to school achievement; school sites that have and an understanding of the tools necessary to promote an equitable and inclusive school environment to help all students learn. Embedded in the unit’s conceptual framework and supported by the overarching mission of the university, is a commitment to diversity. As the Unit considers partnership sites that exemplify best practices in teaching and have an interest in the preparation of educational practitioners.

(11) Use of LiveText for field and clinical practice experiences. How is LiveText used to collect and analyze assessment data from these experiences?

Unit’s Response

Unit faculty entered into a discussion during a faculty meeting in December 2010 regarding the use of LiveText’s recently developed Field Experiences Management System. During the May faculty and staff retreat, the Teri Schoone, Coordinator of Technology and LiveText provided a detailed presentation of the use FEMS to enhance the field experiences program. In July 2011, the unit send three faculty members (Carletta Bell – Director of the Alternative Certification Program; Jennifer Mangeot, Director of Field Experiences and Clinical Practice; and Teri Schoone, Coordinator of Technology and LiveText) to the summer LiveText conference to explore the capabilities of the Field Experiences Management System (FEMS) The unit has recently acquired (see Exhibit 4.4.4) the FEMS component to the LiveText platform that would support the field experiences program from observation (Level I in initial programs) to clinical practice/practicums in advance programs. Beginning in the fall of 2011, the unit expects to utilize the full range of the FEMS modules to support placements, cooperating teacher/mentor teacher assessments, and collecting evidence of student impact on K-12 learners.