Policy: Field Experience Placement Policy for Initial Preparation Programs

| Drafted: June 1, 2017 | Responsible Office: Assessment Office – Field Experience Division, Program Faculty and Associate Dean of Assessment, Accreditation, and Technology |
| Approved: October 26, 2017 | Approved by: CPC |
| Effective: November 1, 2017 | Applies to: MAT and SEP placements |

Reason for Policy
To ensure P-12 student and SOE candidate safety in the field, and consistent ethical and legal practices, candidates are placed in approved settings with documented credentials and protocols. This policy also outlines consistent procedures to ensure 1) clear and efficient communication with professional partnerships between the SOE and school systems, and 2) experiences with diverse student populations and school environments. Relationships between JHU and local education agencies (LEA) are bound by LEA protocols. To reduce confusion and multiple messaging, districts require a single IHE contact from the field experience office. The Field Experience Office (FEO) Coordinator is responsible for all field placements for initial teacher preparation programs (MAT and Special Education).

Policy Statement
This policy sets forth guidelines for the Johns Hopkins University School of Education (SOE) programs in (a) the field placement of candidates, making clear the process, expectations, and roles therein, (b) the configuration and launch of professional portfolio templates, and (c) the launch, monitoring process, and collection of data required on the program, school, state, and national levels as directed by the SOE comprehensive assessment system.

I. Roles and Responsibilities

A. Candidate
1. Field experiences are the time for candidates (interns) to put theory into practice, and to inform their actions using solid pedagogy that can be articulated, defended, analyzed, and used to promote professional growth over time. To evidence this growth, candidates are required to digitally submit artifacts, surveys, self-evaluations, course-based assessments, and other forms using SOE’s electronic assessment system.
2. Engaging in field experience requires candidates to: 1) implement practices that support the guiding principles of their program, 2) demonstrate high standards of professionalism (including work ethic, attendance, dress and punctuality), 3) capitalize on all teaching and learning opportunities, 4) be proactive in scheduling mentor and supervisor conferences, and 5) seek and apply feedback.

B. Program Faculty/Course Instructor
1. In collaboration with the FEO, faculty will: 1) review intent to participate forms and convey approval for candidate participation in field experience via email, 2) support the need for diverse placements over geographic preference, 3) conduct and formally document site evaluation prior to placement, 4) assist with recruitment and assignment of qualified university supervisors as needed, and 5) place one intern with one mentor. Best practice in teacher preparation internship placements requires one intern to one mentor teacher in order to facilitate the assumption of classroom responsibilities over time.
2. Faculty will honor SOE’s academic calendar when scheduling the first seminar meeting of each term. In order to provide adequate time to prepare, the date and agenda for the first seminar will be shared with the FEO and the Multimedia/Technology Training Team (MTT) at least 14 days before the seminar is held. FEO and MTT support is required to ensure proper training and clear communication for interns, mentors, supervisors, and course instructors.

3. As content experts, program faculty support candidates in the field placement by: 1) providing all course materials on the Learning Management System (LMS) course site including an updated handbook or syllabus that meets SOE unit standards, 2) directing candidates to submit work electronically, and 3) evaluating candidate work on the same electronic assessment system by download or view/annotate features. Faculty is responsible for engaging in training as offered by SOE in order to effectively utilize the systems in place.

4. Faculty will submit templates for field experience forms with prescribed scales and descriptors as determined by SOE. Templates must be received by the FEO one month prior to the placement start date. Following edits, forms will be configured and launched for use in the field. At term end, data received will be provided to faculty for analysis as part of the continuous improvement process.

5. If required, as is the case for all initial certification programs, faculty as content experts will design and implement a standards-based professional portfolio with corresponding rubric(s). Faculty will convey the following information to the FEO: 1) List of portfolio recipients, 2) phases of assessment with corresponding evaluation tool, and 3) names/email addresses for assessors assigned to each phase.

6. Faculty will regularly review feedback submitted by mentors and/or university supervisors to monitor candidate progress. Mentors and university supervisors will immediately contact the internship course instructor and school liaison with concerns. Program faculty will oversee the implementation and evaluation of a Candidate Improvement Plan, which is launched by the FEO when alerted of concerns.

C. Mentor Teacher

1. To ensure readiness, the mentor will participate in SOE and program trainings/orientation to become familiar with the SOE field experience process, expectations, evaluation, and system of assessment. Depending on the program, the mentor will maintain contact with the SOE school liaison, faculty, or field experience coordinator to relay any concern or seek clarification.

2. In collaboration with the intern and university supervisor (if applicable), the mentor will schedule learning activities and regular evaluative conferences to meet program requirements to enhance the overall field experience.

3. The mentor will access the electronic system of assessment to: 1) assist in the analysis of the intern’s performance over time, 2) enter evaluative, demographic, observation, and survey data as assigned, and 3) view feedback provided by university supervisor and course instructor to ensure professional collaboration.

4. As the primary placement guide, the mentor will orient the intern to the routines and procedures on the office/classroom, site, and district levels as needed.

5. The mentor will engage the intern in critical thinking to determine alternative strategies for accomplishing field experience outcomes with diverse populations.

6. The mentor will allow and encourage the intern to assume growing responsibilities as outlined by SOE programs, providing regular communication to foster best practice in instructional, leadership, management, assessment, collaboration, community involvement, and other skills.
D. University Supervisor
   1. The university supervisor (US) will access the electronic system of assessment to: 1) assist in the analysis of the intern’s performance over time, 2) enter evaluative data as assigned, and 3) view feedback provided by mentor and course instructor to ensure professional collaboration.
   2. The US will view video instructions, when applicable, in order to provide feedback on candidate reflection. The US will also guide unit plan and lesson plan implementation, when applicable, using rubrics provided.
   3. The US will oversee the candidate’s assumption of growing responsibilities as outlined by SOE programs, providing regular communication to foster best practice in instructional, leadership, management, assessment, collaboration, community involvement, and other skills.
   4. The US will alert program faculty and course instructor of concerns as they arise, initiating a Candidate Improvement Plan to identify candidate areas of need and the plan to address/support the need(s) in an appropriate timeframe.

E. International Candidates
   1. The Admissions Office upon acceptance, refers international candidates to the John Hopkins Office of International Students (OIS).
   2. International student services are primarily handled through OIS, which is located on the Homewood campus in Garland Hall 358. Please consult their website for any questions regarding their office hours and processes. OIS can be contacted at 667-208-7001 or by email at ois@jhu.edu.

II. Field Placement
   A. Communication
      1. The FEO Coordinator is the designated contact for SOE and is responsible for communication with school districts to set up field placements. Initial program candidates and faculty are discouraged from communicating directly with districts without prior FEO approval.
      2. Faculty will communicate with candidates and relay the placement details from the FEO as they are provided.
      3. All email messages conveyed from the Field Experience Office (FEO) are directed to JHU email addresses only. Candidates are required to activate, access, and utilize their JHU email address.
   
   B. Intent to Participate
      1. Candidates preparing to engage in field experience will submit an intent to participate form on the Field Experience Office webpage.
      2. The intent form is received by the FEO. The candidate’s name is added to the tentative roster and faculty is informed of the request via email.
      3. Faculty conveys to the Field Experience Office a denial or approval of the field placement request.
   
   C. Field Experience Application
      1. The FEO maintains electronic field experience applications as designed and directed by program faculty. Applications for summer and fall placements are available from late January through March 15. Applications for spring placements are available from late August through November 1.
      2. Candidates approved for placement participation receive instructions to access, complete, and submit the application form. The FEO will pursue placement requests based on completed applications only. Failure to submit a completed application by the deadline may result in postponement.
D. Placement Request

1. Communication regarding field placements with district/site personnel is the responsibility of the SOE field experience coordinator and/or school liaison.

2. As the authorized agent, the field experience coordinator will facilitate the criminal clearance process specific to the placement site, providing candidate instructions via JHU email. Coordinators will convey results to districts as required. Separate instructions will be relayed to candidates placed in sites utilizing private background/criminal clearance vendors. Alerts received by the FEO may result in immediate candidate removal.

3. Program faculty determines the qualifications of mentor teachers and on-site supervisors. The FEO coordinates placements based on faculty approval.

4. The FEO will use each candidate’s application data to pursue a diverse placement. In this regard, the term *diverse* refers to a placement that contrasts previous placements in P-12 student age range, educational need, school setting, and other factors. Diverse placements promote professional growth and will be prioritized over geographic preference.

5. Placement details are confirmed by representatives on the site or district level and conveyed to the FEO. Field experience coordinators will collaborate with program faculty as information is received.