Fieldwork and Student Teaching

General Information for the Teacher Candidates in Three semester and Bilingual Authorization blocks

Welcome and Overview

- Welcome to the CSUF Credential Program

- This PowerPoint should give you an overview of expectations for your field experience.

- All of this information is also covered in the handbook so please review the handbook for this information and more.

Placements

- Your placements should begin no later than week 5. You will receive an email from your supervisor with your placement information as soon as the placement is finalized.
  - Please note: If you have concerns with your placement, please contact your supervisor and block leader. Unless there is a problem with you master teacher or you are in a grade that you have had previously, we will not be making changes to your placements.

Placements (semester 1 of 3)

- If you are in the first semester of a three semester program…..
  - You will complete 45 hours of fieldwork.
  - Your supervisor will complete one orientation visit at the beginning of the semester.
  - In addition, your supervisor will conduct a minimum 2 fieldwork visit.

Placements (Semester 2 of 3)

– You will complete 45 hours of fieldwork and 5 weeks of student teaching.

– Your supervisor will complete one orientation visit at the beginning of the semester.

– In addition, your supervisor will conduct a minimum 1 fieldwork visit and a minimum 4 student teaching visits.

Placements (Final Semester)

– You will complete 8 weeks of student teaching.

– Your supervisor will complete one orientation visit at the beginning of the semester.

– In addition, your supervisor will conduct a minimum 5 student teaching visits and no fieldwork visits .

Note: If you are part of the bilingual authorization program this would be your fourth term of your program (including summer session)

Notebook

- Keep a fieldwork/student teaching notebook.

- Create sections – see guidelines on Blackboard site

Your supervisor will want to see your student teaching notebook each time they visit!

SUGGESTED PROFESSIONAL DRESS AND APPEARANCE

Candidates in the Multiple Subject Credential Program are expected to dress professionally for the field of teaching. It has been said that student teaching is like a 5- or 8-week job interview; the impression that one makes has an impact on the school site administrator and other staff members. Student teachers should portray a professional look and are expected to be a role model for the children. Some articles of clothing and jewelry may be considered "in fashion" but are not considered "professional" and it is recommended that they not be worn at the school site during fieldwork or student teaching. Examples include, but are not limited to:

- Tongue, eyelid, or lip piercing
- Visible tattoos
- Undergarments showing, such as bra straps, panties, or briefs
- Crop tops that allow midriff to show
- Low-rise pants that allow torso and/or bottom to show
- Flip flop sandals
- Shorts

GUIDELINES FOR COMMUNICATING CONCERNS

Communication is a big part of being successful in this program so make sure to check your CSUF email at least once per day. In addition, Candidates are expected to maintain standards of professional communication at all times while in the program and should follow appropriate procedures when expressing concerns regarding university instructors, supervisors, master teachers, etc.

CONCERNS INVOLVING MASTER TEACHERS:

- Communicate concerns to the university supervisor.
- If necessary the supervisor will consult with the Block Leader.
- Under no circumstances should candidates discuss concerns with other school site personnel (e.g, other teachers; the principal), or fellow candidates.

Communicating concerns regarding university supervisors:

- Communicate concerns in a professional manner to the supervisor to try and reach resolution.
- If concerns are not resolved, the candidate should speak directly to the Block Leader.
- Under no circumstances should candidates discuss concerns with fellow candidates, Master Teachers or other school site personnel.
- Many supervisors provide opportunities for student feedback on course evaluations. Information from course evaluations is taken seriously and used for program improvement.

Communication (continued)

CONCERNS INVOLVING INSTRUCTORS:

- Communicate concerns in a professional manner to the instructor to try and reach resolution.
- Under no circumstance should candidates discuss concerns with other instructors, fellow candidates, master teachers or other school site personnel.
- Many instructors provide opportunities for student feedback via course evaluations. Information from course evaluations is taken seriously and used for program improvement.
- If issues remain unresolved, the candidate may make an appointment to speak with the Department Chair.

Communicating concerns regarding Block Leaders:

- Communicate concerns in a professional manner to the Block Leader to try and reach resolution.
- Under no circumstances should candidates discuss concerns with fellow candidates, instructors, supervisors, Master Teachers, or other school site personnel.
- If issues remain unresolved, the candidate may make an appointment to speak with the department chair.

Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate a commitment to fairness, a belief that all children can learn, and an increasing ability to:

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Promote Diversity

- Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

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Engage in Collaborative Endeavors

- Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

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Dispositions (continued)

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Think Critically

• Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

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Maintain Professional and Ethical Standards

• Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

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Value life-long learning

• Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Resources

Handbook and Forms

http://ed.fullerton.edu/edel/current-students/multiple-subject-credential-students/student-handbook-and-forms/

Laptop Computer Check Out Information

http://ed.fullerton.edu/edel/current-students/multiple-subject-credential-students/computer-check-out/

Department Scholarships

http://ed.fullerton.edu/edel/current-students/multiple-subject-credential-students/department-scholarships/