

# FIELDWORK CONTRACT

Utica College Office of Educator Preparation 315-792-3815

*This is contract to be used for the teacher education candidate ("student") and the classroom teacher ("teacher") to articulate expectations for activities to be conducted under the direction of the teacher during the student's field placement.*

STUDENT	TEACHER
Name:	Name:
Student cell #:	School name and district:
Student's Education Program:	Phone number for message:

Date: \_\_\_\_\_ UC Education Class for which fieldwork is being conducted:

Required number of hours: \_\_\_\_\_ Level I \_\_\_\_\_ Level II \_\_\_\_\_ Level III \_\_\_\_\_

Days & times of scheduled fieldwork:

(e.g. Mondays from 9:30-10:30)

To meet the course and fieldwork requirements for this class, the student is expected to:

1. Obtain a UC photo ID before beginning fieldwork requirements
2. Maintain a consistent schedule with the host classroom teacher
3. Inform the teacher *in advance* if unable to make scheduled fieldwork
4. Exhibit professional behavior and attire at all times
5. Specific duties and responsibilities, to be jointly determined by student and teacher  
(see reverse for ideas)

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Signature of classroom teacher

\_\_\_\_\_  
Date

Expectations and ideas for fieldwork activities:

Thank you in advance for your assistance with our field work requirements. When the hours have been completed, please keep the "specific duties and responsibilities" in mind when filling out your evaluation.

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### Level I classes (EDU 201, 215, 301/501)

These are *entry level* courses where students are getting “the feel” of the classroom, roles and responsibilities for various participants in the setting (teachers, assistants, aides, related professionals), and should be using their fieldwork opportunities to reflect on principles in their coursework. Courses in Block I are required of *all* students in *all* programs.

- Includes reflection **with classroom teacher** at the “broad” classroom level
- Students **observe** in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1<sup>st</sup> & 6<sup>th</sup> or 7<sup>th</sup> & 12<sup>th</sup>), and/or across settings (inclusive & separate)
- Students dialogue with classroom teacher using academic language
- Students keep anecdotal journals and reflections; introduction to academic language
- Students may help pupils in differentiated groups for remediation and/or enrichment

### Level II classes (EDU 302/502, 303/503, 312/512, 305/505)

These are *intermediate level* courses where students should be expected to increase their active participation with a class and increase their involvement and responsibility in preparation for teaching. Course in Block II are dependent on the students’ grade levels and certification areas.

- Includes reflection **with classroom teacher** at the “broad” classroom level
- Students **participate** in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1<sup>st</sup> & 6<sup>th</sup> or 7<sup>th</sup> & 12<sup>th</sup>), and/or across settings (inclusive & separate)
- Students dialogue with classroom teacher; explicit use of academic language
- Students become a “go to” person for pupils for assistance and direction under the direct supervision of the classroom teacher
- Students assume simple classroom duties (i.e. “bell ringers,” 1:1 instruction)
- Students have opportunities for brief instruction at the group level and have time “in front of the pupils”

### Level III classes (i.e. “methods” classes)

These are *upper level* “methods” classes where students should be expected to take an *active role* in the classroom for planning, teaching, assessment, and reflection.

- Includes “specific” reflection **with the classroom teacher** on the practice at the lesson-level and with individual students; reflection becomes more refined
- Field work must be completed in settings that are relevant to both the content area and level(s) at which you will be seeking certification
- Student participation may narrow within a school or at various grade levels or setting based on interest and demonstrated skill (but should not be “exclusive”)
- Students should begin immersion into content and develop deeper relationships with mentor teachers for active dialogue and support
- Working with one teacher for extended field participation beyond the course requirement is encouraged
- Students have opportunities for planning, instruction, and assessment activities under the direct supervision of the mentor teacher (e.g. students may conduct DIBELS assessment)

Please see the “Fieldwork Expectations” document for more detail.

Thank you in advance for your assistance with our field work requirements. When the hours have been completed, please keep the “specific duties and responsibilities” in mind when filling out your evaluation.