

# Utica College/Partner Schools Common Fieldwork Expectations 2013-2014

Fieldwork is required in all undergraduate and graduate Education Programs at Utica College. Courses leading to teacher certification have fieldwork as part of the course requirements. In collaboration with area schools, the Education Program has developed “Fieldwork Expectations” as a guide for fieldwork activities associated with your courses. Please consult the guide that follows.

The goal of setting shared expectations for appropriate fieldwork activity is to support pre-service teacher development. We agree that pre-service teachers should have *graduated* expectations that advance “active teaching” and that lead up to successful student teaching experiences where student teachers are prepared to actively co-teach with their supervising teachers.

| <b>Level I Fieldwork</b>   |   |
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| <p>These are <i>entry level</i> 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 <i>all</i> students in <i>all</i> programs. EDU 201, EDU 215, and EDU 301/501. Students do 20 hours of fieldwork in each of these classes.</p> |   |
| <b>Expectations and ideas for fieldwork activities:</b>  | <ul style="list-style-type: none"> <li>• <i>Includes reflection with classroom teacher at the “broad” classroom level</i></li> <li>• <i>Students observe in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1<sup>st</sup> &amp; 6<sup>th</sup> or 7<sup>th</sup> &amp; 12<sup>th</sup>), and/or across settings (inclusive &amp; separate)</i></li> <li>• <i>Students dialogue with classroom teacher using academic language</i></li> <li>• <i>Students keep anecdotal journals and reflections; introduction to academic language</i></li> <li>• <i>Students may help pupils in differentiated groups for remediation and/or enrichment</i></li> </ul>  |
| <b>Level II Fieldwork</b>  |   |
| <p>These are <i>intermediate level</i> 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: EDU 302/502, EDU 303/503, EDU 312/512, EDU 305/505. Students do 20 hours of fieldwork in each of these classes.</p>  |   |
| <b>Expectations and ideas for fieldwork activities:</b>  | <ul style="list-style-type: none"> <li>• <i>Includes reflection with classroom teacher at the “broad” classroom level</i></li> <li>• <i>Students participate in multiple settings across different schools (rural, urban, suburban), across grade levels in certification area (i.e. 1<sup>st</sup> &amp; 6<sup>th</sup> or 7<sup>th</sup> &amp; 12<sup>th</sup>), and/or across settings (inclusive &amp; separate)</i></li> <li>• <i>Students dialogue with classroom teacher; explicit use of academic language</i></li> <li>• <i>Students become a “go to” person for pupils for assistance and direction under the direct supervision of the classroom teacher</i></li> <li>• <i>Students assume simple classroom duties (i.e. “bell ringers,” 1:1 instruction)</i></li> <li>• <i>Students have opportunities for brief instruction at the group level and have time “in front of the pupils”</i></li> </ul> |

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## Level III Fieldwork

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. Students do 20 hours of fieldwork in general education methods classes and variable hours in special education classes. Courses in Block III are dependent on students’ certification areas:

Childhood birth-6 methods: EDU 316/516, EDU 344/544, EDU 345/545

Adolescence methods: EDU 333/533, EDU 334/534, EDU 335/535, EDU 337/537, EDU 338, EDU 343

Students with Disabilities methods: EDU 325/525, EDU 326/526, EDU 327/527, EDU 328/528

### Expectations and ideas for fieldwork activities:

- *Includes “specific” reflection with the classroom teacher on the practice at the lesson-level and with individual students; reflection becomes more refined*
- *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)*

## Current Fieldwork Requirements

### Level I:

EDU 201 Applied Education Psychology (20 hours)

EDU 215 Diversity, Disability & Success (20 hours in a special education setting)

**EDU 301/501 Foundations of Literacy (20 hours in a high needs school district)**

### Level II:

EDU 302/502 Lit. & Comp: Birth-Childhood (20 hours)

EDU 303/503 Lit. & Comp: Mid-Adolescence (20 hours)

**EDU 312/512 Practical Teaching Methodologies (20 hours in a high needs school district)**

EDU 305/505 Foundations of Spec Education (20 hours in a special education setting)

### Level III:

**EDU 316/516 Soc Studies & Lit Methods: Birth-Childhood (20 hours in a high needs school district)**

EDU 344/544 Science & Technology Methods: Birth-Childhood (20 hours)

EDU 345/545 Mathematics Methods: Birth-Childhood (20 hours)

EDU 333/533 Adolescence ELA Methods (20 hours)

EDU 334/534 Adolescence Social Studies Methods (20 hours)

EDU 335/535 Adolescence Mathematics Methods (20 hours)

EDU 337/537 Adolescence Science Methods (20 hours)

EDU 338 Business & Marketing Education Methods (undergraduate only; 20 hours)

EDU 343 Adolescence Foreign Language Methods (undergraduate only; 20 hours)

EDU 325/525 Assessment of Children & Youth with Special Needs (10 hours)

EDU 326/526 Childhood Special Education Methods (15 hours)

EDU 327/527 Adolescence Special Education Methods (15 hours)

EDU 328/528 Methods & Curriculum: Severe Disabilities (10 hours)