

# Single Subject Early Fieldwork

**Fall 2021**

*Dr. Becky Sumbera*



# Agenda

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- Early Fieldwork (EFW) Purpose
- EFW Requirements
- EFW Placement Policies
- EFW Log
- EFW Alternative Instructional Activities



## Early Fieldwork Purpose

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- Explore teaching styles
- Explore best practices for instruction, classroom management, engagement, & lesson design
- Fill gaps in your knowledge
- Develop your teaching style, classroom management plan, toolkit
- Student contact in the classroom
- Instructional experience in the classroom



# Early Fieldwork Classroom Details (120 Hours)

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- **Phase #1 (10 Weeks)**

- Observe Teacher(s)
- 1:1 tutoring
- Small Group work
- Other duties as assign by Resident Teacher

- **Phase #2 (5 Weeks)**

- All above plus short instructional lessons
- Start collecting TPA permission slips



**NOTE:** You can't take over the class, teacher must be present at all times!

# Early Fieldwork Requirements



- 120 hours
- Early Fieldwork Log
  - *Track A, Returning Track B, & Intern Ready students*– log due at the end of Term
  - *New Track B students* – log due at the end of spring term
- Hours required in six focus areas

## Focused Hours

<b>Instructional Design (25 hrs.)</b>	<b>Eng. Lang. Learners (25 hrs.)</b>	<b>Adolescent Development- Learning &amp; Behavior (25 hrs.)</b>	<b>Classroom Management/ Culture (15 hrs.)</b>	<b>Literacy (15 hrs.)</b>	<b>Pedagogy &amp; Strategies (15 hrs.)</b>
[Redacted content]					

## Policies for Placement

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- MOUs with Districts



### **Students may not:**

- May **Not** contact the District Office
- May **Not** contact the Principal

**You may NOT contact the district or the principal. Doing so will send you to the Discipline Board and may result in being kicked out of the program.**

## Policies for Placement

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1. Course Instructors will recommend Observation Activities
2. Use the *Suggested Early Fieldwork Activity List*
  - Use online video resources to gain knowledge
  - Watch online Webinars (Reflect & Dev. Resources)
  - Explore online documents and resources (Toolkit)



**Your actions reflect on our Program and all future student placements**

# Policies for Placement

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## Placement Order

1. Current Term Student Teachers (12 left to assign)
2. Next Term Student Teachers
  - Track B Returning Candidates (162)
  - Track A New Candidates (82)
3. New Track B Candidates (146)



**Placement Office will find placements after student teachers are placed.**





# Fieldwork Log

*(Resource Page)*

## Spring 2021 Early Fieldwork Log

(120 Hours Required)

Student Name \_\_\_\_\_ Coyote ID Number \_\_\_\_\_

Observation Site \_\_\_\_\_ Credential Area \_\_\_\_\_

Date	Focused Hours						Learning Component (At least two sentences of what you learn-your walk away)	Context (Site, Event, or Video) or Signature
	Intern Required Courses			Pedagogy Courses				
	Instructional Design (25 hrs.)  ESEC 6001	Eng. Lang. Learners (25 hrs.)  ESEC 6003	Adolescent Development- Learning & Behavior (25 hrs.)  ESEC 6004	Classroom Management/ Culture (15 hrs.)  ESEC 6002	Literacy (15 hrs.)  ESEC 6005	Pedagogy & Strategies (15 hrs.)  6010-6017		

Total Hours (120):

**6001** \_\_\_\_\_ **6003** \_\_\_\_\_ **6004** \_\_\_\_\_ **6002** \_\_\_\_\_ **6005** \_\_\_\_\_ **6010-6017** \_\_\_\_\_ = \_\_\_\_\_

**Program Approval** \_\_\_\_\_

# Activities Complete Examples

## F2F Placement

For periods 1, 4, and 7 Mr. Stockham put his students into breakout rooms which are small virtual groups where they can discuss among themselves about their assignment that was due today. He did this for his students to share ideas to encourage the students to engage as a whole class when they come together for a class discussion. I noticed the students were shy when they were put into groups probably they did not know the people in their group. Also some students were eager to share their answers and some students will turn off their cameras randomly. I noticed myself trying to have the shy students share their answers with their group by asking questions such as "I am curious what you got for question 6?"

For periods 1, 2, and 5 are all Trig classes that were graphing different types of parent graphs and creating a Parent Graph Toolkit. I learned...

Continued

## Webinars

Race Inequality in Education – This webinar spoke about racial inequality in education as well as a whole, stating that racial injustice comes from home and/or the education system. We must take a step back and see where we can do better. Students want to know that you care and that they can trust you, and that cannot be done in a racially inequality classroom.



# Potential Early Fieldwork

*(Letter & Placement Forms)*



**Questions?**