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**Field Experiences as Vital Components of Teacher Education**

Field study and student teaching placements provide invaluable opportunities for aspiring teachers to gain an understanding of the educative process through direct participation with practicing educators and students in actual school settings. During the course of the educator preparation program, candidates proceed from Field Study I through more detailed school experiences which culminate in the full-time practicum known as Student Teaching.

**Teachers of Teachers**

Teachers who serve as supervising practitioners achieve one of the highest levels of accomplishment in the profession. While fulfilling their important task of teaching of children, they derive additional instructional support for their class, provide an opportunity for first-hand consideration of potential teachers for the school and district, form lasting professional associations, and have a profound effect on the quality of instruction which their teacher candidates will provide during their careers. Framingham State University is grateful for the generous assistance and service supervising practitioners make to the profession.

**Maintaining Academic Excellence**

In order to participate in Field Study II, III or Student Teaching candidates must maintain 2.80 grade point averages overall and for education courses. Passing scores are required on the Communication and Literacy Skills component of the Massachusetts Test for Educator Licensure (MTEL) for Field Study II participation. Passing scores on the MTEL subject matter test(s) appropriate for the area and level of licensure are required for participation in Student Teaching.

**Supervision**

Field study candidates **must be supervised at all times**. They may not be left alone in a classroom with students. They may not escort students anywhere inside or outside of the school building without a school employee present.

Although student teachers are often left alone with students, they still must be supervised by a supervising practitioner or another school employee if the supervising practitioner is absent or unavailable. **Student teachers cannot be legally responsible** for students in the classes they teach. If a supervising practitioner is absent, a substitute must be hired and be in close proximity of the classroom, even if the student teacher teaches for the entire day. If a supervising practitioner is unavailable (e.g. attending a meeting), another school employee must be assigned to supervise the student teacher until the supervising practitioner is once again available. Similarly, a student teacher may not be pulled from his or her classroom to cover another classroom.

**Expectations and Candidates' Responsibilities**

We expect candidates to maintain strict confidentiality, dress professionally, and exercise high professional standards of behavior. They must adhere to the agreed upon schedule, be punctual, attend regularly, and provide their supervising practitioners with timely notification in advance of any tardiness or absence.

At the close of the semester prior to the placement, we instruct candidates to:

1. complete a CORI form in the assigned district
2. if required by the district, submit fingerprint results or suitability determination
3. write to the assigned supervising practitioner to request an initial meeting at the teacher's convenience.

Candidates are encouraged to seek a variety of experiences in public school classrooms within their intended area and level of licensure. This typically involves assignments in different settings with the expectation that the candidate will:

- observe the many dimensions of service provided by educators.
- assist teachers in the fulfillment of their instructional and supervisory duties.
- learn about the school as an organization involving governance, administration, funding, and maintenance.
- appreciate the elements of each school's climate and culture.
- become familiar with the school's philosophies, policies, practices, and implementation of the Massachusetts Curriculum Frameworks.
- gain an understanding of the structure of the teaching-learning process including preparation, instruction, evaluation and extension activities.
- study effective classroom management techniques.
- note how the school makes provision for the diversity of student interests, needs, and backgrounds.
- explore the various student service departments such as special education, guidance, and reading.
- recognize the connections which the school has with parents and the community.

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## Descriptions and Supervising Practitioners' Responsibilities

### [Field Study I](#)

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#### Field Study I (all levels)

##### Description

Field Study I requires a minimum of thirty-six hours of observation and participation in a regular education classroom appropriate for the candidate's licensure area. Candidates participate in a variety of experiences typically fulfilled through twelve weekly visits of three or more hours. Candidates gain an initial understanding of the many dimensions of service provided by educators and offer classroom assistance such as tutoring and leadership in small group discussions. This experience often helps candidates determine whether or not the teaching profession is suited to their interests and abilities.

**Minimum Hours Required:** 36

**Supervising Practitioners Receive:** 36 PDPs

##### Courses Associated With This Field Experience:

**Undergraduate:** *EDUC 200 Education in American Society with Field Study I*

**PBTL / M.Ed. Secondary Education:** along with or following [EDIL 910 Education Foundations](#) or [EDIL 920 Learning and Human Development](#)

##### Supervising Practitioner Criteria

1. an experienced and effective teacher and mentor
2. interest in supervising a teacher candidate
3. appropriate initial or professional license for license sought
4. three years of experience under appropriate license (preferred)
5. summative performance rating of Proficient or Exemplary on most recent evaluation (preferred)
6. commitment and approval from school building administrator
7. receptive to allowing the teacher candidates to utilize a variety of teaching strategies including cooperative learning and collaborative activities
8. aware of FSU's [Conceptual Framework](#)

##### Responsibilities of the Supervising Practitioner (SP)

1. assist candidate in connecting with other faculty and staff members, as needed, for specific assignments
2. complete mid-term and final evaluations; share results and recommendations with candidate
3. verify completion of required hours and sign time log
4. share any concerns about the candidate's performance with FSU proactively in order to support the candidate's improvement
5. encourage the candidate to participate and assist in the classroom as much as is appropriate. Suggestions include:
  - working with individuals or small groups
  - collecting and distributing materials
  - greeting your students at the door to the classroom
  - assisting students as needed and as approved by the classroom teacher
  - assisting with attendance.
6. complete a stakeholders' survey in May or June of the academic year of the placement.

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**Early Childhood**

**Description**

The Early Childhood Field Study II experience in the Jeanne M. Canelli Child Development Lab, completed in conjunction with EDUC 320, involves 36 hours and provides an authentic pre-school placement, with a focus on literacy, for all Early Childhood candidates.

**Minimum Hours Required:**                      36                      **Supervising Practitioners Receive:**                      36 PDPs

**Course Associated With This Field Experience:**

*EDUC 320 The Young Child: Emergent Literacy with Field Study II*

**Pre-requisites:**

- *EDUC 200 Education in American Society* or *EDIL 910 Education Foundations* and *EDIL 800 Field Study I*
- *PSYC 200 Psychology of Development* or *EDIL 920 Learning and Human Development*
- *MTEL 001 Communications and Literacy Skills Test*

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**Elementary**

**Description**

The Elementary Field Study II experience focuses on literacy instruction and involves thirty-six or more hours of classroom participation in a regular education classroom appropriate for the candidate's licensure area. Assignments are typically fulfilled through twelve weekly visits of three or more hours and include presenting book talks, leading poetry shares, reading aloud to small or whole class groups, creating and teaching an author study, and observing formal and informal assessments.

Sociology majors may complete Field Study II along with an internship for sociology for a total of 120 hours, or eight hours per week for 15 weeks. For the sociology internship component of the placement, candidates will document their own development in journals and write papers analyzing their experiences.

**Sociology majors may complete Field Study II along with an internship** for sociology for a total of 120 hours, or eight hours per week for 15 weeks, in a regular education classroom appropriate for the candidate's licensure area and content focus; they also participate in a sociology seminar. Supervising practitioners receive 120 professional development credits. Candidates will document their own development in journals and write papers analyzing their experiences. Supervising practitioners will be asked to complete separate evaluation forms for the field study and the internship.

**Minimum Hours Required:**                      36                      **Supervising Practitioners Receive:**                      36 PDPs

**Course Associated With This Field Experience:**

*EDUC 322 The Child and Literacy with Field Study II*

**Pre-requisites:**

- *EDUC 200 Education in American Society* or *EDIL 910 Education Foundations* and *EDIL 800 Field Study I*
- *PSYC 200 Psychology of Development* or *EDIL 920 Learning and Human Development*
- *MTEL 001 Communications and Literacy Skills Test*

**Supervising Practitioner Criteria**

1. an experienced and effective teacher and mentor
2. interest in supervising a teacher candidate
3. appropriate initial or professional license for license sought
4. three years of experience under appropriate license (preferred)
5. summative performance rating of Proficient or Exemplary on most recent evaluation (preferred)
6. commitment and approval from school building administrator
7. receptive to allowing the teacher candidates to utilize a variety of teaching strategies including cooperative learning and collaborative activities
8. aware of FSU's Conceptual Framework

**Responsibilities of the Supervising Practitioner (SP)**

1. meet and communicate with the candidate early on in the semester to identify required teaching and other assignments
2. review classroom management procedures and approach to classroom / school climate
3. review student profiles with candidate, including accommodations, social-emotional needs, special education and ELL services, language proficiency, etc.
4. review and discuss candidate's lesson plans
5. observe, evaluate lessons taught by candidate; debrief with candidate
6. assist candidate in connecting with the literacy specialist for specific assignments

7. assist candidate with the selection of an appropriate author for the author study, and of titles for book talks and read-alouds
8. assist candidate in selection of student for case study and in obtaining permission of parent(s) or legal guardian(s) for candidate to observe student (Field Study II only)
9. complete mid-term and final evaluations; share results and recommendations with candidate
10. write a narrative summarizing the candidate's strengths, challenges, and contributions to your classroom; use the Professional Standards for Teachers as a guide
11. verify completion of required hours and sign time log
12. share any concerns about the candidate's performance with FSU proactively in order to support the candidate's improvement.
13. complete a stakeholders' survey in May or June of the academic year of the placement.

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**Secondary / Subject**

**Description**

Field Study II, at the secondary level, involves a minimum of seventy-two hours of classroom participation in a regular education classroom appropriate for the candidate's licensure area. The Field Study II experience is coordinated with two courses which focus on principles of teaching, special education, technology, and classroom management appropriate for the candidate's subject area and level. Assignments, typically fulfilled through twelve weekly visits of six or more hours, include preparing and teaching a small number of lessons. Candidates seeking licensure in a subject matter specific area often work with two teachers in their department. Professional development credit is apportioned.

**Minimum Hours Required:** 72      **Supervising Practitioners Receive:** 72 PDPs

**Courses Associated With This Field Experience:**

- *Secondary Methods with Field Study II: (Art or English or History or Math or Sciences or World Languages)*
- *Secondary Methods with Field Study II: Special Needs and Educational Technology*

**Pre-requisites:**

- *EDUC 200 Education in American Society or EDIL 910 Education Foundations and EDIL 800 Field Study I*
- *PSYC 200 Psychology of Development or EDIL 920 Learning and Human Development*
- *MTEL 001 Communications and Literacy Skills Test*

**Supervising Practitioner Criteria**

1. an experienced and effective teacher and mentor
2. interest in supervising a teacher candidate
3. appropriate initial or professional license for license sought
4. three years of experience under appropriate license (preferred)
5. summative performance rating of Proficient or Exemplary on most recent evaluation (preferred)
6. commitment and approval from school building administrator
7. receptive to allowing the teacher candidates to utilize a variety of teaching strategies including cooperative learning and collaborative activities
8. aware of FSU's Conceptual Framework

**Responsibilities of the Supervising Practitioner (SP)**

1. meet and communicate with the candidate early on in the semester to identify required teaching and other assignments
2. review classroom management procedures and approach to classroom / school climate
3. review student profiles, including accommodations, social-emotional needs, special education and ELL services, language proficiency, and other relevant student information with the candidate.
4. review and discuss candidate's lesson plans
5. observe, evaluate lessons taught by candidate; debrief with candidate
6. assist candidate in connecting with other faculty and staff members, as needed, for specific assignments
7. complete mid-term and final evaluations; share results and recommendations with candidate
8. verify completion of required hours and sign time log
9. share any concerns about the candidate's performance with FSU proactively in order to support the candidate's improvement.
10. complete a stakeholders' survey in May or June of the academic year of the placement.

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## Field Study III Early Childhood and Elementary

### Description

Field Study III involves seventy-two or more hours of classroom participation in a regular education classroom appropriate for the candidate's licensure area. Assignments are typically fulfilled through twelve weekly classroom visits of six or more hours.

**Sociology majors may complete Field Study III along with an internship** for sociology for a total of 120 hours, or eight hours per week for 15 weeks, in a regular education classroom. Supervising practitioners receive 120 professional development credits. Candidates will document their own development in journals and write papers analyzing their experiences. Supervising practitioners will be asked to complete separate evaluation forms for the field study and the internship.

Due to the expectations for the Field Study III experience, the FSU Education Department requests Field Study III candidates not be placed in the same classroom as another pre-practicum or practicum candidate. FS III candidates may need to work with multiple teachers to participate in instruction in all content areas.

**Minimum Hours Required:** 72                      **Supervising Practitioners Receive:** 72 PDPs

### Early Courses Associated With This Field Experience:

- *EDUC 374 Early Childhood Curriculum with Field Study III: Math and Science*
- *EDUC 376 Early Childhood Curriculum with Field Study III: Reading, Social Studies, and Special Needs*

**Early Pre-requisite:** *EDUC 320 The Young Child: Emergent Literacy with Field Study II*

### Elementary Courses Associated With This Field Experience:

- *EDUC 341 Elementary Curriculum with Field Study III: Math*
- *EDUC 346 Elementary Curriculum with Field Study III: Science, Social Studies, and Special Needs*

**Elementary Pre-requisite:** *EDUC 322 The Child and Literacy with Field Study II*

### Supervising Practitioner Criteria

1. an experienced and effective teacher and mentor
2. interest in supervising a teacher candidate
3. appropriate initial or professional license for license sought
4. three years of experience under appropriate license (preferred)
5. summative performance rating of Proficient or Exemplary on most recent evaluation (preferred)
6. commitment and approval from school building administrator
7. receptive to allowing the teacher candidates to utilize a variety of teaching strategies including cooperative learning and collaborative activities
8. aware of FSU's Conceptual Framework

### Notes:

- Early Childhood Field Study III candidates must be placed in first or second grade classrooms due to the content of their assignments.
- Early Childhood candidates participate in accompanying courses of study and must teach lessons in the areas of mathematics, science, social studies, reading and special education.
- Elementary candidates participate in accompanying courses of study in the areas of mathematics, science, social studies, and special education.
- **PBTL candidates** are given the option of spreading this experience over two semesters. If this option is chosen, candidates are required to complete thirty-six hours, rather than seventy-two, in the host classroom, in a single semester.

### Responsibilities of the Supervising Practitioner (SP)

1. meet and communicate with the candidate early on in the semester to identify required teaching and other assignments
2. review classroom management procedures and approach to classroom / school climate
3. review student profiles with candidate, including accommodations, social-emotional needs, special education and ELL services, language proficiency, etc.
4. review and discuss candidate's lesson plans
7. observe, evaluate lessons taught by candidate; debrief with candidate
8. assist candidate in connecting with other faculty and staff members, as needed, for specific assignments
9. complete field study mid-term and final evaluations; share results and recommendations with candidate
10. **if sociology internship**, complete internship evaluation; share results and recommendations with candidate
11. verify completion of required hours and sign time log
12. share any concerns about the candidate's performance with FSU proactively in order to support the candidate's improvement.
13. complete a stakeholders' survey in May or June of the academic year of the placement.

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## Student Teaching (Practicum)

### Early Childhood

### Elementary

### Secondary/Subject

#### Description

Student Teaching provides teacher candidates with an opportunity to develop and practice instructional competencies in the area and at the level of the teaching license sought. Teacher candidates participate full-time, in a regular education classroom appropriate for the candidate's licensure area, under the guidance of a university supervisor and a supervising practitioner (SP), who holds the **Initial or Professional license** in the area sought and has a **minimum of three years' teaching experience under that license and a summative evaluation rating of proficient or higher**. Please note that teachers who hold the Provisional license are not eligible to host a student teacher.

#### Supervising Practitioner Criteria

1. an experienced and effective teacher and mentor
2. interest in supervising a teacher candidate
3. appropriate initial or professional license for license sought
4. three years of experience under appropriate license
5. summative performance rating of Proficient or Exemplary on most recent evaluation
6. commitment and approval from school building administrator
7. receptive to allowing the teacher candidates to utilize a variety of teaching strategies including cooperative learning and collaborative activities
8. willing to share a classroom, to work as a team to meet the needs of the children, and to help the student teacher implement the Massachusetts Curriculum Frameworks and meet Massachusetts Standards for Educator Licensure.
9. aware of FSU's Conceptual Framework, including its mission and vision, and the goals of the Education Unit.

#### Responsibilities of the Supervising Practitioner (SP)

1. meet and communicate with candidate and FSU program supervisor several times throughout the semester, as directed by FSU CAP Timeline
2. review classroom management procedures and approach to classroom / school climate
3. review student profiles, including accommodations, social-emotional needs, special education and ELL services, language proficiency, and other relevant student information with the candidate.
4. review and discuss candidate's lesson plans
5. observe, evaluate lessons taught by candidate; debrief with candidate
6. conduct announced and unannounced observations of candidate as directed by CAP and CAP Timeline
7. complete FSU and CAP mid-term and final evaluations; share results and recommendations with candidate
8. verify completion of required hours and sign time log
9. leave the room during *takeover* days to allow the candidate some autonomy
10. share any concerns about the candidate's performance with FSU proactively in order to support the candidate's improvement.
11. complete a stakeholders' survey in May or June of the academic year of the placement.

#### Notes:

1. Early Childhood and Elementary teacher candidates are placed in groups of three or four per school to provide mutual support for the candidates and to facilitate supervision.
2. All Early Childhood and Elementary teacher candidates must teach in all content areas.

#### Early Childhood

Teacher candidates seeking an early Childhood teacher license complete the first six weeks of their practicum in a kindergarten classroom and the remaining nine weeks in a first or second grade classroom. Both supervising practitioners receive course vouchers for their participation and the professional development credit is apportioned.

#### Minimum Hours Required: 300 Supervising Practitioners Receive:

- 300 PDPs
- course certificate voucher for tuition for one course at FSU, good for one year from date of issue; recipients are still responsible for fees.

#### Courses Associated With This Field Experience:

- *EDUC 431 Early Childhood Professional Practicum A with Seminar*
- *EDUC 432 Early Childhood Professional Practicum B with Seminar*

#### Pre-requisites:

- *EDUC 374 Early Childhood Curriculum with Field Study III: Math and Science*
- *EDUC 376 Early Childhood Curriculum with Field Study III: Reading, Social Studies, and Special Needs*
- *EDUC 222 SEI or TESL 910 SEI*
- *MTEL 002 Early Childhood*
- *MTEL 090 Foundations of Reading*

## Elementary

Teacher candidates seeking an elementary teacher license typically fulfill their entire practicum experience in one classroom. The supervising practitioner receives a course voucher and three hundred hours of professional development credit.

**Minimum Hours Required:** 300      **Supervising Practitioners Receive:**

- 300 PDPs
- course certificate voucher for tuition for one course at FSU, good for one year from date of issue; recipients are still responsible for fees.

### Courses Associated With This Field Experience:

- *EDUC 437 Elementary Professional Practicum A with Seminar*
- *EDUC 438 Elementary Professional Practicum B with Seminar*

### Pre-requisites:

- *EDUC 341 Elementary Curriculum with Field Study III: Math*
- *EDUC 346 Elementary Curriculum with Field Study III: Science, Social Studies, and Special Needs*
- *EDUC 222 SEI or TESL 910 SEI*
- *MTEL 003 General Curriculum (Multi-Subject and Mathematics Subtests)*
- *MTEL 090 Foundations of Reading*

## Secondary/ Subject

Teacher candidates seeking licensure in a subject matter specific area often work with **two teachers** in their department. However, one teacher who holds an Initial or Professional license as well as three or more years of experience in the area and at the level of licensure sought should be designated as the supervising practitioner.

**Minimum Hours Required:** 300      **Supervising Practitioners Receive:**

- 300 PDPs
- course certificate voucher for tuition for one course at FSU, good for one year from date of issue; recipients are still responsible for fees.

Although candidates may work with two teachers, only **one voucher** is issued. PDPs can be apportioned.

### Courses Associated With This Field Experience:

- *EDUC 4\*\* Professional Practicum A with Seminar*
- *EDUC 4\*\* Professional Practicum B with Seminar*

### Pre-requisites:

- *Secondary Methods with Field Study II: (Art or English or History or Math or Sciences or World Languages)*
- *Secondary Methods with Field Study II: Special Needs and Educational Technology*
- *EDUC 222 SEI or TESL 910 SEI*
- *MTEL (appropriate exam for the license sought)*

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