

Check all appropriate boxes:

- Undergraduate  PBTL  
 contact information has changed

|                                                     |                        |                            |          |
|-----------------------------------------------------|------------------------|----------------------------|----------|
| Date submitted                                      | Academic/Primary Major | Student ID Number          |          |
| Last Name                                           | First Name             | Telephone (cell preferred) |          |
| Home Address: Street                                | Town/City              | State                      | Zip code |
| Address During Placement: Street                    | Town/City              | State                      | Zip code |
| Email Address (FSU address <b>highly</b> preferred) |                        |                            |          |

Semester during which you plan to complete FS I  Fall  Spring Year \_\_\_\_\_

|                           | Undergraduate                                 | Post Baccalaureate Teacher Licensure                                  |
|---------------------------|-----------------------------------------------|-----------------------------------------------------------------------|
| <b>Associated Course:</b> | <b>EDUC 200</b> Education in American Society | <b>EDIL 800</b> Field Study I                                         |
| <b>Pre-requisites:</b>    | sophomore status                              | Completion of or enrollment in EDIL 910 or 920 (fka PBTL 910 and 992) |
| <b>Field Hours:</b>       | 36 or more                                    | 36 or more                                                            |

- |                                             |                                           |                                             |
|---------------------------------------------|-------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Biology 8-12       | <input type="checkbox"/> English 5-12     | <input type="checkbox"/> Mathematics 5-8    |
| <input type="checkbox"/> Chemistry 8-12     | <input type="checkbox"/> History 5-12     | <b>Grade Choices:</b> 5 6 7 8               |
| <input type="checkbox"/> Earth Science 8-12 | <input type="checkbox"/> Spanish 5-12     | <input type="checkbox"/> Visual Arts PreK-8 |
| <input type="checkbox"/> Mathematics 8-12   | <input type="checkbox"/> French 5-12      | <b>Grade Choices:</b> PreK-5 5-8            |
|                                             | <input type="checkbox"/> Visual Arts 5-12 |                                             |
|                                             | <b>Grade Choices:</b> 5-8 9-12            |                                             |

**District Choices:** (choose 3 or more)

- |                                                   |                                                        |                                                        |
|---------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Marlborough/Framingham * | <input type="checkbox"/> Lexington/Lincoln/Bedford     | <input type="checkbox"/> Dover/Medfield/Millis/Medway  |
| <input type="checkbox"/> Milford *                | <input type="checkbox"/> Sudbury/Wayland/Natick        | <input type="checkbox"/> Bellingham/Franklin/Wrentham/ |
| <input type="checkbox"/> Woburn *                 | <input type="checkbox"/> Sherborn/Ashland/Southborough | <input type="checkbox"/> Norfolk/Foxborough            |
| <input type="checkbox"/> Dedham/Boston *          | <input type="checkbox"/> Northborough/Westborough      | <input type="checkbox"/> Hopedale/Mendon/Upton         |
| <input type="checkbox"/> Worcester*               | <input type="checkbox"/> Hopkinton/Holliston           | <input type="checkbox"/> Grafton/ Shrewsbury           |
| <input type="checkbox"/> Waltham/Watertown *      | <input type="checkbox"/> Acton/Stow/Concord            | <input type="checkbox"/> Newton/Needham/Wellesley      |
| <input type="checkbox"/> Maynard/Hudson *         | <input type="checkbox"/> Norwood/Westwood/Walpole      |                                                        |

\* Indicates diversity placement

Schools/grades of family members in selected districts: \_\_\_\_\_

List your total number of completed **course** credits: \_\_\_\_\_

Are you planning to take any summer or intersession courses prior to the upcoming semester? \_\_\_\_\_

- **Students are responsible for their own transportation to and from field sites.**
- **You must notify the Coordinator of Field Placements if your plans change.**
- All students **must submit** to a **CORI** (Criminal Offender Record Information) check at their assigned school **at least three weeks** prior to the start of the field experience.
- Please allow a minimum of three hours per week at your host school as well as 30 minutes for travel each way.

**Application Deadlines**

October 1 for a spring semester assignment  
 February 15 for a fall semester assignment

**Submit to:** Education Placement Office, O'Connor 125  
 Framingham State University  
 100 State Street  
 Framingham, MA 01701

Framingham State University  
Field Placement Contract

**Please read and check each statement prior to signing this contract.**

- I understand that the success of FSU's educator preparation programs is dependent on maintaining the trust and goodwill of the schools which agree to host and mentor Framingham's licensure candidates in their classrooms. Once setting foot in a school setting, our candidates are placed in a situation of legal and moral responsibility to the children with whom they will interact, and must abide by all policies and guidelines of the host school.
- I understand that late applicants are placed on a wait list and are not guaranteed a placement.
- My advisor, \_\_\_\_\_, is aware of my plan regarding this placement and associated course.
- I meet with my Education advisor, \_\_\_\_\_, each semester. (Early and Elementary only)
- I am aware of the information, resources, and materials available on the [Field Placement](#) page.
- I have read and understand the [Maintaining Professional and Personal Characteristics Standard](#), which is documented in the [Field Placement Handbook](#).
- I have read, understand, and agree to the policies documented in [Field Placement Handbook](#).
- I understand that district and grade-level choices are considered, but not guaranteed.
- I have read, understand, and agree to adhere to the [National Education Association \(NEA\) Code of Ethics](#).
- I have read, understand, and agree to adhere to the [InTASC Model Core Teaching Standards](#).
- I have read, understand, and will adhere to the FSU Student Code of Conduct, documented in the [RAM Handbook](#).
- I understand that I must complete one placement in a district serving a diverse population.
- I understand that I need to complete placements at a variety of grade levels.
- I understand that I am responsible for getting to and from my field placement site.
- I understand that I must submit a CORI in my host district **3 or more weeks** prior to the start of the placement.
- I understand the pre-requisites for this placement and expect that I will meet them prior to established deadlines.
- When registering for MTEL exams, I will request that all results be sent to Framingham State University.
- I understand the requirements for this field study. I will complete and log all **field hours on the appropriate form**.
- If, after submitting this application, I am unable to follow through and complete this placement, **I will notify the Coordinator of Field Placements immediately**. Please initial here: \_\_\_\_\_
- I understand that if a supervising practitioner raises a concern on an evaluation, I will be contacted by the course instructor and/or Coordinator of Field Placements for a conference to develop a plan to satisfy the concern. At the discretion of the FSU Education Department Professional Standards Committee, enrollment in further professional education coursework which requires field experience may be blocked until concerns have been satisfied.
- I agree to heed the policies and norms of professional culture at the school where I am placed.
- I have reviewed my essay for grammar and spelling as well as used a spelling and grammar check tool.
- I have consulted with a writing tutor or instructor regarding the content of my essay.
- My essay follows the published guidelines, including my **name in the document header**, and **fits on one page**.
- I will exhibit professionalism both at FSU and my placement school. I understand that professionalism includes the following:
  - punctuality
  - regular attendance
  - conservative (business casual) attire
  - confidentiality
  - showing respect to students, faculty, staff, and administrators at the host school as well as FSU
  - formal written communication
  - awareness of how actions impact others
  - ensuring safety of the children in one's care
  - completing required field hours and attendance log

By signing this contract, I indicate that I have read and understand the above requirements.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Essay Guidelines

### Purpose and Audience

We use your field placement application essay to introduce you, a FSU teacher candidate, to our host schools. The essay is the principals' and teachers' **first impression** of you. Your essay must look **professional** in order to represent you in a professional and positive manner. The essay also serves as a writing sample, used to **evaluate your communication skills** based on the **content and mechanics** of this document.

### Specifications

Your essay must be **one page or less** in length. Recommendations for staying within one page include the following:

- your name in the header, not the body, of the document
- Times New Roman Font, Size 11
- .75 inch margins
- <= 1.4 line spacing
- 3pt or 6pt spacing between paragraphs

### Content

Tell your personal story regarding what you want to teach and why. This might include the following:

- a brief description of someone or something which inspired you to become a teacher.
- a brief description of your experiences with students or children.
- your personal interests, hobbies, and special skills.  
**e.g.** speaking another language, music skills, art skills, interest in science and nature
- how your experiences demonstrate communication skills, collaboration skills, time management skills, and leadership skills.
- what you hope to gain from this experience.
- what you hope to contribute to the classroom.

### The Writing Process

In preparing this document, **please use the writing process** described below:

- **Pre-write**  
Plan and organize your thoughts and ideas.
- **Draft**  
Compose sentences and paragraphs based on your thoughts and ideas.
- **Confer (required)**  
Schedule a conference via [Starfish \(instructions\)](#) with a CASA writing tutor or an instructor to discuss both the content **and** mechanics of your piece. Heed suggestions and recommendations. **Please plan ahead.** If you are unable to schedule an appointment at CASA, please enlist a **reliable source** who will sit down and **carefully review** your work with you. E-tutoring is also available at [www.etutoring.org](http://www.etutoring.org).

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name

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date

- **Revise**  
Make modifications based on your conference with a writing tutor or instructor.
- **Edit**
  - Invoke spelling and grammar check tools.
  - Carefully inspect and correct spelling and grammar. **Proofread aloud.** Ask another reader to proofread your work and **read it aloud** to you.
- **Repeat**  
confer, revise, and edit steps as necessary.
- **Publish**  
Print and submit your finished product to share with your audience.