

### Field Experience Model - Overview

#### First Semester → School Site Requirements

- The student teacher comes to the school site 3 days each week for 3 periods per day.
- Additionally, the student teacher needs to obtain 6 Flex hours per week. Flex hours can be earned in the following ways:
  - ✓ Co-planning & Co-Assessing
  - ✓ Teacher Meetings (Parent & Student Meetings, i.e. IEP, Parent Conferences, Grade level, department and faculty meetings, Professional Development, focused observations, and other as approved by cohort instructor).
- The student teacher's primary roles during the first semester of the fieldwork includes:
  - ✓ Learning from the modeling provided by the cooperating teacher.
  - ✓ Assisting the cooperating teacher and the students in the classes.
  - ✓ Gradually taking on more instructional responsibilities as the semester progresses (*5 phases*).

#### Second Semester → School Site Requirements

- The student teacher comes to the school site 5 days each week for 3 periods per day.
- Additionally, the student teacher needs to continue to obtain 7 flex hours per week in the same manner as in the first semester.
- The student teacher takes on the role of a primary instructor for 2 periods per day.
- The student teacher serves as a teaching assistant for 1 period per day.

### The Cohort Series at the University

#### Overview of the Single Subject Credential Program Cohort Series

- Throughout the fieldwork, credential candidates are enrolled in a cohort course series at the university.
- The cohort course series spans across the two semesters and corresponds with the fieldwork.
- The cohort course series provides an opportunity for credential candidates to discuss the fieldwork and complete assignments related to field experiences.

### The Structure of the First Semester of the Field Experience

#### Overview of the Phases of the First Semester of the Single Subject Credential Program Fieldwork

- ▶ **Phase 1:** Integral Role - Learning about the school placement site, the classes, and the students (Weeks 1-2).
- ▶ **Phase 2:** Integral Role - Assisting individual students and small groups (Weeks 3-4).
- ▶ **Phase 3:** Integral Role - Leading instruction for one specific whole-class lesson segment on a regular basis for 1 class period (Weeks 5-8).
- ▶ **Phase 4:** Integral Role - Leading instruction for two specific whole-class lesson segments on a regular basis for 1 class period (Weeks 9-12).
- ▶ **Phase 5:** Integral Role - Co-teaching lessons or leading lessons for 1 class period to prepare for the second semester (Week 13 and Beyond).