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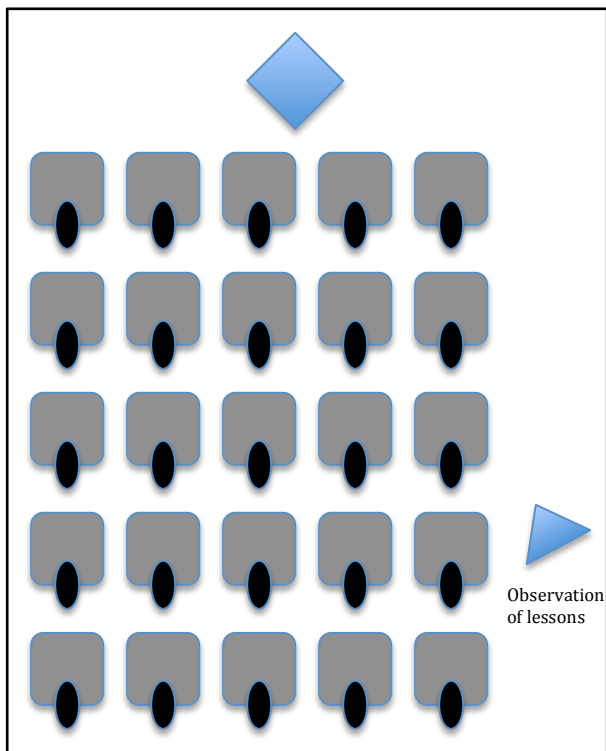
CALIFORNIA STATE UNIVERSITY, STANISLAUS  
DEPARTMENT OF TEACHER EDUCATION  
SINGLE SUBJECT CREDENTIAL PROGRAM



**First Semester Fieldwork Checklist and Schedule**

◆ = Cooperating Teacher    ▲ = Student Teacher    ● = Student

**Phase 1: Learning about the Students, the Classes and the School Placement Site (Weeks 1-2)**



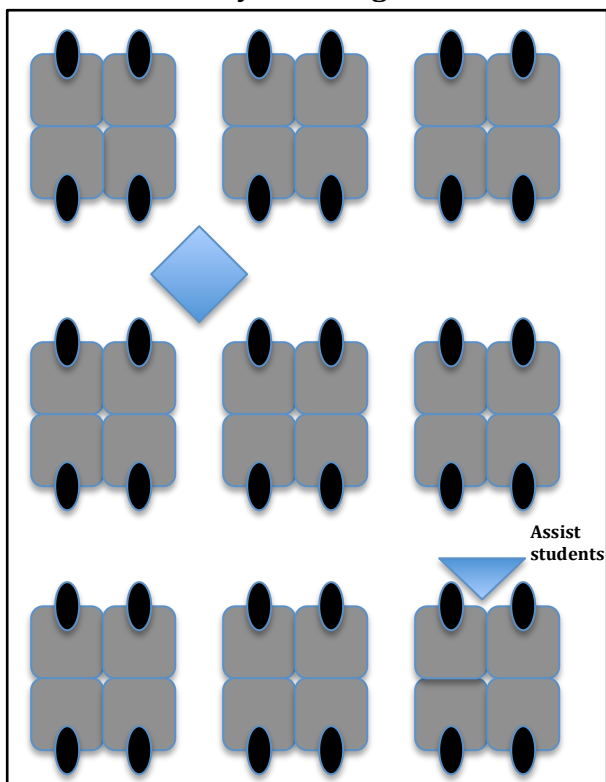
**Phase 1:**

➤ **Integral Role for Phase 1:** Learn about the students, the classes, and the school.

**Student teacher checklist:**

- ☐ Formal introduction to the students in the classes.
- ☐ Observe the classes.
- ☐ Become familiar with the policies and procedures for the classes.
- ☐ Become familiar with class/school documents (*e.g. syllabus, school handbook, school calendar*).
- ☐ Learn about the way that the cooperating teacher structures the learning environment (*e.g. classroom expectations, procedures, routines, student-to-student interactions, teacher-to-student interactions, instructional norms, expectations for learning...*).
- ☐ Begin to learn about the students in the classes (*e.g. prior experiences, interests, social-emotional learning needs, cultural backgrounds, language proficiency levels, academic learning needs and goals...*).
- ☐ Inquire about the opportunity to attend a school activity or event (*e.g. sporting event, musical production, club meeting*).

**Phase 2: Directly Assisting Students: Individuals and Small Groups (Weeks 3-4)**



**Phase 2:**

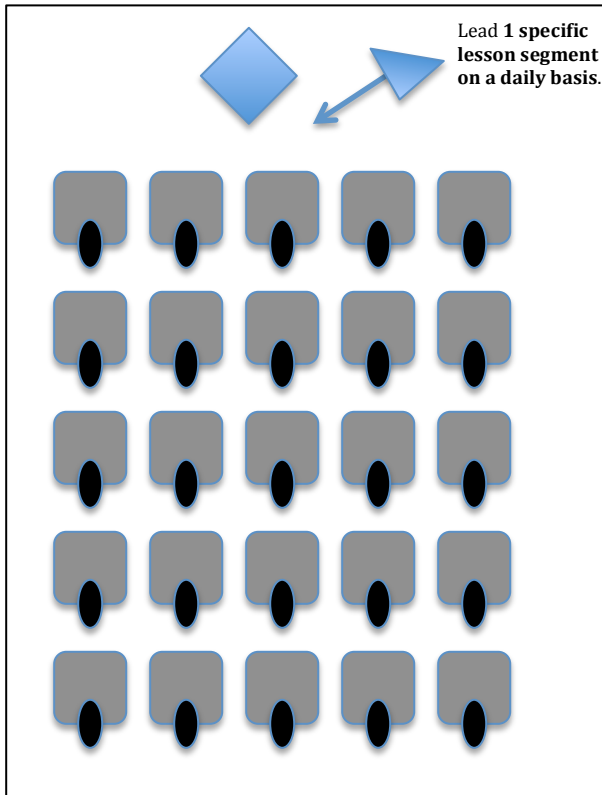
➤ **Integral Role for Phase 2:** Provide assistance to students in the classes at appropriate times during lessons.

**Student teacher checklist:**

- ☐ Assist individual students with the content by monitoring learning, promoting engagement, and helping with in-class tasks.
- ☐ Assist small groups of students by helping with learning activities, checking on progress, and supporting content comprehension.
- ☐ Circulate regularly among students whenever it is appropriate to check on progress and provide support for all students.
- ☐ Learn about the way that your cooperating teacher accesses student information (*e.g. attendance, grades, language proficiency levels...*).
- ☐ Identify and provide support for students with special needs and students who are English learners.
- ☐ Become familiar with the curricular materials used in the classes.
- ☐ Learn about the way that resources, standards-aligned materials, and/or technology can be adapted to facilitate access to the curriculum for all students.

## First Semester Fieldwork Checklist and Schedule

### Phase 3: Leading Instruction for One Whole-Class Lesson Segment on a Daily Basis in a Class (Weeks 5-8)



#### Phase 3:

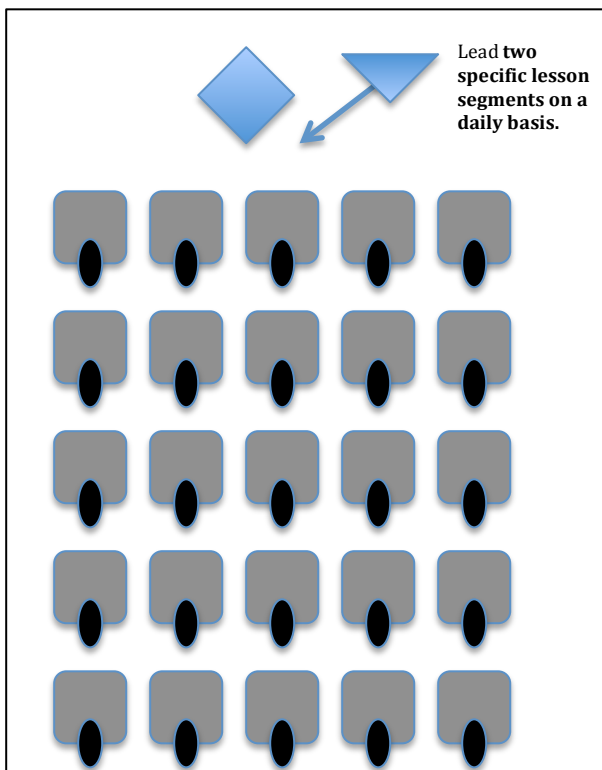
➤ **Integral Role in Phase 3: Teach/lead a specific whole-class lesson segment on a daily basis (3 days a week) for 1 class period.**

- Examples: objectives, warm-ups, anticipatory set, checking for understanding, modeling, concept/skill development, activity facilitation, vocabulary, closure.

#### Student teacher checklist:

- ☐ Lead **one** specific whole-class lesson segment on a daily basis (3 days a week) for **1 class period**.
- ☐ Begin to dialogue with the cooperating teacher on a weekly basis to learn about the process of planning and implementing instruction.
- ☐ Continue to circulate around the class to assist individuals and small groups with developmentally appropriate learning tasks.
- ☐ Speak with the cooperating teacher about students in need of extra support and provide assistance to these students as appropriate (*mentoring*).
- ☐ Attend at least one school-sponsored activity/event (*e.g. sporting event, musical production, club meeting*).
- ☐ Towards the end of phase 3, teach 1 lesson or a part of a lesson (minimum of 25 minutes) to 1 class and have the cooperating teacher complete the CSUS lesson observation feedback form.  
>The lesson should be planned with the cooperating teacher.

### Phase 4: Leading Instruction for Two Whole-Class Lesson Segments on a Daily Basis in a Class (Weeks 9 - 12)



#### Phase 4:

➤ **Integral Role for Phase 4: Teach/lead two specific whole-class lesson segments on a daily basis (3 days a week) for 1 class period.**

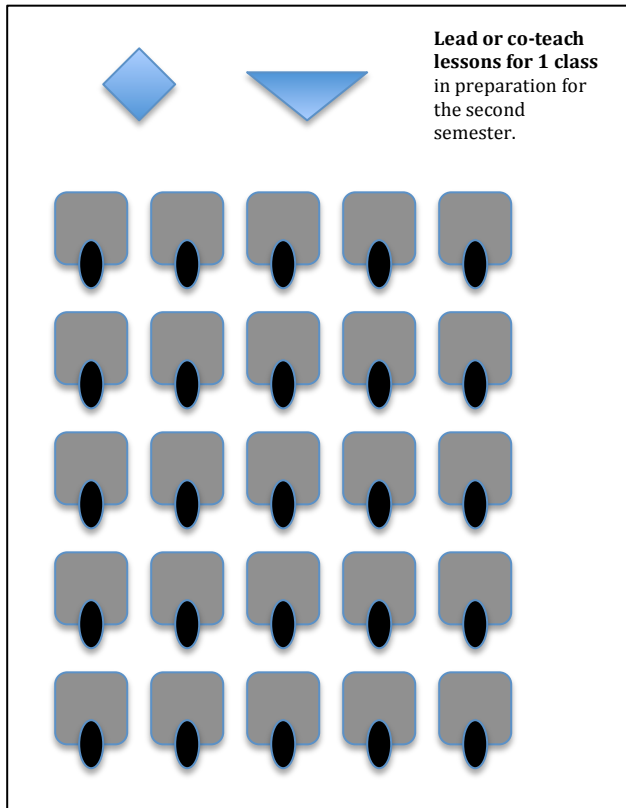
- Examples: objectives, warm-ups, anticipatory set, checking for understanding, modeling, activity facilitation, concept/skill development, vocabulary, closure.

#### Student teacher checklist:

- ☐ Lead **two** whole-class lesson segments on a daily basis (3 days a week) for **1 class period**.
- ☐ Inquire with the cooperating teacher about the different types of assessments that are used in the classes (*e.g. formative, summative, diagnostic, performance...*).
- ☐ Begin to assist with assessing student learning and use assessment information to monitor student learning and progress.
- ☐ Continue to circulate around the class to assist individuals and small groups with learning tasks and activities.
- ☐ Continue to provide assistance to students in need of extra support (*mentoring*).
- ☐ Towards the end of phase 4, teach a lesson to 1 class and have the cooperating teacher complete the CSUS lesson observation feedback form.  
>The lesson should be planned with the cooperating teacher.

### First Semester Fieldwork Checklist and Schedule

#### Phase 5: Preparing for the Transition to the Second Semester → Lead or Co-Teach Lessons in 1 Class (Week 13 and Beyond)



Lead or co-teach lessons for 1 class in preparation for the second semester.

#### Phase 5:

➤ **Integral Role for Phase 5:** Lead or co-teach lessons for 1 class period under the close supervision of the cooperating teacher.

#### Student teacher checklist:

- ☐ Co-teach lessons or lead lessons for **1 class period** on a regular basis (3 days a week).
- ☐ Collaborate with the cooperating teacher on lesson planning and preparation.
- ☐ Continue to circulate around the class to assist individuals and small groups with learning tasks and activities.
- ☐ Continue to assist the cooperating teacher with assessing student learning.
- ☐ Continue to provide assistance to students in need of extra support (*mentoring*).
- ☐ Reflect on teaching practices, subject matter and pedagogical knowledge, and consider professional learning goals for the transition to the second semester of the fieldwork.
- ☐ Participate in a meeting with the cooperating teacher and a university faculty member about the transition to the second semester of the fieldwork.
- ☐ Submit the completed First Semester Fieldwork Checklist (*this document*).

Please sign below after all phases have been completed.

\_\_\_\_\_  
Signature of the Cooperating Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Student Teacher

\_\_\_\_\_  
Date

*Note: For information about this document, please contact a faculty member in the Single Subject Credential Program at CSU, Stanislaus.*