

**Support, Consultation and Coaching of Teacher Candidates by Host Teachers during Fieldwork**  
DRAFT 9-28-2016

The role of a school-based educator (host teacher) in supporting a teacher candidate in fieldwork experiences will be more targeted and defined by the parameters of the fieldwork assignment than the host’s teacher’s responsibilities supporting a candidate in student teaching.

School-based educators will likely take on a range of roles and responsibilities when hosting a fieldwork assignment. The following list is a general, and not exhaustive, list of potential roles:

- Provides intensive short-term assistance
- Directly supervises the candidate’s support and/or work with students
- Observes and may provide feedback on candidate progress
- Works with university supervisor
- Guides with materials, policies, and “school culture”
- Models reflection & effective teaching
- Coaches to develop competence
- Provides context and background information about students, curriculum, expected learning outcomes, etc.

Different types of supports may be needed and provided based on the level of development of the teacher candidate’s skills or the complexity of the instructional tasks that are assigned.

Support for a teacher candidate during fieldwork experiences will most likely be provided on a continuum from more directive “consultation” to a more reflective role of “coaching.”

This continuum requires a variety of strategies of giving advice, instruction, and feedback to the teacher candidate (Rutherford, 2005).

Support Continuum*	← Consultation <span style="color: red;">■</span> Coaching <span style="color: red;">■</span> →	
Purpose	<u>Give advice and instruction on:</u> <ul style="list-style-type: none"> <li>• Clarify learning and teaching goals</li> <li>• Plan for observe, and provide specific feedback about teaching practice and impact student learning</li> <li>• Describe and demonstrate effective, evidence-based teaching strategies</li> <li>• Improve teaching practice</li> <li>• Provide ongoing and consistent follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Model thinking about and assist and lead candidates to reflect on specific teaching practices and its impact on student learning</li> <li>• Share resources and expertise</li> </ul>
Role	<ul style="list-style-type: none"> <li>• Provide formal and informal opportunities to plan, observe, and reflect on instructional practice</li> <li>• Clarify problems and successes</li> <li>• Give advice regarding solutions, resources, or changes in practice when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Ask insightful questions to coach decision-making and reflective process</li> <li>• Help examine the relationship between perceptions, attitudes, thinking and behaviors that will affect student learning</li> </ul>

\*This chart is based in part on consulting and coaching strategies in the 21<sup>st</sup> Century Mentoring Handbook, 2005.

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When observing a teacher candidate during fieldwork experiences, we recommend the following:

The host teacher:

1. Understands where the candidates are in their preparation programs (early, middle, end) and what courses they have taken, are taking, and have not taken yet.
2. Has a written copy of the fieldwork assignment and expectations for the teacher-candidate(s).
3. Has a copy of the fieldwork assignment and expectations that includes the hoped for actions by the host teacher. For example, the fieldwork explanation might include requests like (Please set the stage for the teacher candidates in your room by briefly explaining the context of “today’s” lesson in a broader set of learning outcomes, brief information about the students if appropriate, and if possible, debrief with the teacher candidates at the end of the day or assignment.)

The teacher candidate:

1. Has a written copy of the fieldwork assignment, expectations of the experience, and learner outcomes for the candidate.
2. Has an opportunity to ask questions and receive answers from their university supervisor/faculty instructor about the fieldwork assignment prior to engagement in fieldwork.
3. Has an opportunity to reflect on each experience by themselves, with peers, and with a more seasoned educator (university supervisor or faculty instructor, host-teacher, other education professionals).

The university supervisor/faculty instructor:

1. Communicates with the host teacher(s) about the fieldwork assignment, expectations for participation by the candidates, level of accommodation in ongoing instruction required by the assignment, level and type of engagement with the teacher-candidates that is desired.
2. Participates in reflection and feedback activities with candidates that are components of the fieldwork.
3. Demonstrates respect for differences in what is learned in teacher preparation coursework and what is experienced in the field, and assists candidates process any dissonance they might experience in a respectful manner acknowledging that context (school, district, community, teacher, individual student characteristics and needs) often mitigates translating “ideal” practice to the real world of the classroom on any given day.