

BUILDING EPP/DISTRICT PARTNERSHIPS TO ENSURE QUALITY FIELDWORK EXPERIENCES (NOT STUDENT TEACHING)

When building your EPP/District partnership, the following questions can help ensure a successful partnership and experiences for teacher candidates:

Questions for EPP	Questions for the District
Approximately how many field work students does the EPP need to place in the district?	How many field work students is the district willing to accommodate?
What types of experiences are required?	Can the district identify host schools/teachers who can provide these types of experiences?
	What background check requirements are needed for the district? Who will collect these documents, when are they expected and what is the realistic turnaround time?
How will we connect the candidate to the host teacher? Who will be responsible for the initial communication?	At what number of hours or under what circumstances would a candidate interview be required? Who would conduct said interview?

Template for Field Experiences (Not Student Teaching) - See Sample on page 3

College/University:

Course:

***Note - All field work days and times need to be agreed upon by the district and EPP**

Explanation of Field Experience Request:

Required Time / Timeline (if multiple visits):

Include any planning/meeting time with classroom teacher

Are there any requests of the Classroom Teacher during Field Experience? If so, please explain.

Responsibilities of Candidates during Field Experience:

College/University: Sacred Heart University

Course: Elementary Math Methods

***Note - All field work days and times need to be agreed upon by the district and EPP**

Explanation of Field Experience Request: To practice the edTPA Math Task 4, we are asking that candidates observe a math lesson that includes a formative assessment and then candidates and the classroom teacher will analyze the assessments to determine student understanding. The classroom teacher and candidate will decide the students who need a re-engagement lesson and the candidate will then plan and implement a re-engagement lesson on an agreed upon date/time.

Required Time / Timeline (if multiple visits):

Include any planning/meeting time with classroom teacher

Observation of initial math lesson - 1 math period

Analysis of Formative Assessment and determination of students for re-engagement lesson - 30-60 minutes (outside of class time)

Re-engagement Lesson - 15-30 mins

Requests of the Classroom Teacher during Field Experience: Classroom teacher will teach a math lesson, while the candidate observes the lesson. The lesson must include a written formative assessment that the candidate can analyze with the classroom teacher and determine the students who need a re-engagement lesson. If possible, the formative assessment should include ways for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning/problem solving.

Responsibilities of Candidates during Field Experience: The Candidate will observe a math lesson taught by the classroom teacher (assisting the teacher during the lesson as an extra set of hands if the classroom teacher chooses). The candidate will review the formative assessments with the classroom teacher and recommend students who would benefit from a re-engagement lesson. The candidate will then plan a re-engagement lesson, provide it to the classroom teacher prior to the lesson, and implement the re-engagement lesson at an agreed upon time.