



NAZARETH COLLEGE
School of Education
Office of Clinical Experience and Partnerships (OCEAP)

Field Experience Guidelines for School-Based Teacher Educators

Field experience is a foundational clinical experience that provides opportunities for teacher candidates to **observe** and **actively engage** in the teaching and learning processes in classrooms/schools.

Teacher candidates will begin the experience by *observing for the first few hours* in the classroom. *The expectation is that the candidate will progressively take on a more active role in the classroom* as they become familiar with the classroom expectations. The level of activeness will depend on the School-Based Teacher Educator's (SBTE) perception of the teacher candidates' readiness and the needs of the SBTE and the learners. Teacher candidates who currently hold a teaching certificate are expected to engage at a higher level of involvement.

Suggested Activities for the Teacher Candidate to Actively Participate in Field Experience

- ❖ Supporting students one-on-one
- ❖ Facilitating a small group
- ❖ Giving a demonstration as part of the School-Based Teacher Educator's lesson
- ❖ Developing a small piece of instruction
- ❖ Developing remediation or enrichment activities/materials
- ❖ Making a focused observation of students to provide information to teachers
- ❖ Reading to students
- ❖ Assisting with testing accommodations
- ❖ Gathering student data such as recording student responses to stories or activities
- ❖ Preparing materials for a lesson
- ❖ Identifying student strategies in learning
- ❖ Researching information on student needs

While most teacher candidates at this level would have already taken some initial program coursework, this clinical experience might be one of the first times they are directly engaging with children as a part of education coursework; therefore, **teacher candidates may need some direction or encouragement to know exactly how you would like them to participate in the classroom.**

Additionally, some teacher candidates **might have particular course assignments that ask them to engage with learners in specific ways**, e.g., reading a book to a small group of learners, developing and/or teaching a lesson in a particular content area. Nazareth College faculty structure assignments so they are congruent with class activities and content.

School-Based Teacher Educator Responsibilities

- ❖ Encourage the teacher candidate to take the appropriate initiative and become actively engaged in classroom activities.
- ❖ Provide the opportunity for the teacher candidate to complete course learning activities/tasks.
- ❖ Provide time for consistent interaction with the teacher candidate.
- ❖ Sign the teacher candidate's attendance verification sheet daily.
- ❖ Assess the teacher candidate's professional behaviors at the end of the placement using the *Professional Behaviors Assessment* link. (OCEAP will email a link to the assessment approximately 1 – 2 weeks before the placement ends)
- ❖ Share any concerns about the teacher candidate or experience with the OCEAP office.