STUDENT FIELDWORK HANDBOOK
for
Secondary Social Studies Teacher Candidates

History 306 Practicum
Department of History
Spring 2013

Introduction
The History/Social Studies Practicum experience is more intensive than the previously completed Seminar, and designed to give you an opportunity to work in a middle school and high school classroom setting prior to your student teaching. You will spend 45 hours in middle and high schools. The overall objective is to allow for a successful educational experience upon which you can build as you further your growth in the field of education. Discussions will center on your experiences, trends in education, and the scholarship of teaching and learning.

The Practicum and You
How will you complete your field experience requirements? Be sure you've made an informed decision after discussing your choices with your advisor.

The main goals of your practicum experience include:
• To give you opportunities to observe professionals in education, work with teachers and students, and make career decisions.
• To enable you to see practical educational experiences.
• To offer you a variety of strategies, materials and equipment that you might adopt during your fieldwork.

Advice from Teachers
• Bring your creativity and energy
• Be prepared to roll up your sleeves and work with students
• Be proactive and show interest
• Don’t be passive; ask questions!
• Respect teacher time, obey school rules, be a good role model; dress professionally

Basic Requirements for the Practicum:
The History Department will place you with a teacher. Once you have been placed with your cooperating teacher you may not switch, and must carry out your assignment as directed. There will be a fieldwork contract, time sheet and written assignments you will be responsible for documenting and putting together in a notebook. Your notebook will be due at mid-term and two weeks before the end of the semester.

An overview:
1. Once you have been placed with a school, please write your cooperating teacher a note (e-mail is fine) introducing yourself and the course you’re in. Ask for best times to be in their classroom. You might note the times you’re available.
2. You may start your fieldwork as soon as your placement has been finalized and when your instructors give you the assignments you’ll need to do as part of your field experience. Please establish a regular schedule with the teacher so he/she will know when to expect
you. Show up when you say you’ll be there and let the teacher know if you cannot make it. Do not show up unannounced.

3. Please follow the school’s visitor policy. This is important! Most schools require you to sign in and out of the school office. If you haven’t sent in for your fingerprint clearance card, do so as soon as possible. Visit the school website and read about the school.

4. Be punctual, dependable, and dressed appropriately.

Notebook:
Include your initial placement contract, the fieldwork timesheet with your logged-in hours initialized by your cooperating teacher for each visit, your journal, and an evaluation form filled out by your cooperating teacher (may also be emailed directly to your instructor).

The Journal
A journal provides you with the opportunity to reflect on your observations and teaching. Reflection is key to learning and growing as a professional. Document your thoughts, ideas, and understandings from your classroom visits and work with students. The journal must include a minimum of the following:

- 20 individual reflections (100-300 words each).
- An explanation of the tasks (a minimum of five) you completed in the classroom. Tell what you did and what you learned from the experience (see a list of tasks below to choose from).
- 5-10 teaching tools or resources (handouts, rubrics, assignments, classroom management plan, tech skill or material [wikis, prezi's, wordles, maps, etc.]) with an explanation of why you find these valuable for teaching and learning.

Use your reflections to record what you see and experience and what you think about these observations. Consider ways that the experience informs who you want to be as a teacher. Consider how the students you see and work with learn and how you as a teacher might facilitate learning. You may draw upon your outside experiences and classwork to reflect. Some things to look for when you’re in the classroom are the following (a longer list is below and will form the basis for some of our discussions):

- What are the implications for your future classroom teachings?
- What are you learning about class management?
- How does the teacher move from one subject to another?
- What are the daily routines of the class?
- What instructional methods are you seeing?
- What content/critical thinking skills are being taught?
- How is learning being measured? What evidence of learning do you note?
- What truths have you learned? Epiphanies?
Practicum Checklist

Beginning of Practicum

_____ Make sure your placement is finalized by with your instructor.

_____ Apply for your Fingerprint Clearance Card immediately if you have not done so already. Packets are available from the CAL Advising Office (Riles Building).

_____ Contact the cooperating teacher that the History Department has placed you with. Please email or call to introduce yourself before going to the school. You should make this contact no later than one week of your assignment. Be sure your communications are professional. Here is a sample email:

Dear ________,

My name is ______ and I am a secondary education history/social studies major at NAU currently enrolled in HIS 306. _______ gave me your email address as a potential teacher that I might observe/help teach in the classroom. Because I am a junior level student, I am currently taking my practicum, and to pass this class I need to spend 45 hours in classrooms in middle and high schools. I am emailing to ask you if I could come to your classroom on Monday, August 27th at 7:30 a.m. to meet you and observe or assist in ways that helps you and your students. Please let me know if this works for you or if you would like any more information about me.

Thank you,

Student Name

_____ Set a schedule that fits your cooperating teacher’s schedule and your schedule for when you’ll be in the classroom.

My cooperating teacher name is: ________________________________

The best times for me to attend their class is: ________________________________

_____ Complete your contract (in this packet) between yourself and the classroom cooperating teacher within two weeks of receiving your placement assignment. Be sure it is signed, dated and in your portfolio.

_____ ALWAYS contact your school and / or your classroom mentor teacher any time you will not be able to attend the school you’ve been assigned to.

_____ Be sure to document the dates and times that you are at each specific school.

Middle of Practicum

_____ Mid-Term Assessment: Set up a meeting with your instructor to discuss your experiences. This meeting will occur in the 7th-9th weeks of the semester. You are responsible to contact your instructor to schedule your meeting. Bring your fieldwork notebook with your contract, time sheet and journal reflections.
Tasks to Accomplish During Your Practicum

On top of the written assignments you must complete throughout the practicum, there are also a number of tasks you need to complete for the course. These tasks will also help you gain a deeper understanding of the teacher’s job. Complete a minimum of five of the following and reflect on it in your journal:

_____ View a Curriculum Plan or Map with your cooperating teacher

_____ Interview your cooperating teacher or principal

_____ Interview a student or student teacher

_____ Take extensive notes scripting what you observe in the classroom

_____ Collaborate with your cooperating teacher. This includes your creation of a lesson, PowerPoint, Prezi, Scribble, or other instruction tool, for your cooperating teacher to utilize in their classroom. You may also introduce your cooperating teacher to new instruction methods, such as incorporating GIS.

_____ Observe your cooperating teacher’s classroom looking for such things as differentiated instruction, set routines to aid learning, assessment strategies, communication skills, the teaching of the inquiry process, etc.

_____ Observe an IEP meeting in collaboration with your cooperating teacher or discuss an IEP with your cooperating teacher.

_____ Remember to work on your portfolio. Use the notes from your observations to contribute to your teaching tool kit (analysis guides, simulations, discussion starters, etc).

_____ Help your cooperating teacher compile meaningful primary sources, Prezi’s, PowerPoints, and other teaching aids to use in their classrooms.

_____ Work with students one-on-one or in small group settings.

_____ Help grade papers for your cooperating teacher.

_____ Other (cleared and arranged with your cooperating teacher and university instructor)

_____ Ask your university instructor to come see you teaching your lesson in the classroom.

End of Practicum

_____ The practicum experience must conclude with your teaching of at least one lesson in the classroom. The topic for this lesson is to be decided upon between you and your
cooperating teacher, and should be presented to the cooperating teacher at least one week in advance. Please notify your instructor of the date and time of your lesson so they can attend if possible. If not, please videotape your lesson and share the clip with your instructor.

___ Add fieldwork experience to your ePortfolio. Use the notes from your observations to contribute to your teaching tool kit (analysis guides, simulations, discussion starters, etc). DO not include individual journals/reflections in your portfolio.

___ Complete all your hours and your notebook two weeks prior to the end of the semester. Submit your work electronically or in hard copy.

___ Your notebook (electronic or hard copy) should have the following artifacts in this order:
1. The contract.
2. Practicum timesheet.
4. An explanation (or evidence) of five tasks completed in the classroom.
5. A minimum of five teaching strategies, tips, lesson plans, sources, etc. for your toolkit.
6. Practicum self evaluation (one for each placement).

ADVICE FOR SUCCESS!
• You are wearing the regal robe of “teacher candidate.” Be prepared for any work your cooperating teacher expects for you.
• You may be asked to teach a lesson and write a plan from your cooperating teacher or professor. You may also ask if you can teach. Take the opportunity to gain experience.
• You are a professional in the classroom, not one of the students.
• Learn student names.
• Don’t touch students.
• Support norms set up by the teacher.
• Follow all school procedures.
• Be discreet with comments and opinions. Be professional and adult in your conversations.
• Remember to be polite and courteous to your cooperating teacher, as they are taking time out of their busy schedules to help you become the best teacher you can. Thank them for their time and work.

Things to Consider When Observing and Topics to Discuss with Teachers and Each other:
Remember this is not an exhaustive list and you may have other thoughts and ideas to reflect upon. You may discuss what you’ve learned in your content and educational classes and draw upon your other life experiences to reflect upon what you’re learning during your time in the schools. The goal is to grow as a teacher through your reflections.

The Learner and Learning
• Look for methods that your cooperating teacher implements to reach all types of diverse learners in their classroom.
• Is the classroom teacher-centered or student-centered?
• Does the classroom have a supportive and inclusive environment?
• What is the level of student engagement?
• How is the classroom organized? (desks, materials on the walls, stations for working, etc.)
• What is the classroom climate?
• Does the teacher connect lessons to the students’ lives?
• How does the teacher motivate the students?

**Content and Content Application**
• Does the lesson address the standards?
• Does the teacher exhibit a theoretical or philosophical approach to teaching?
• Does the lesson ask students to think critically?
• Does the lesson connect history to today’s world?
• Does the lesson explore the complexities of history?
• Does the lesson exhibit an interconnectedness of reading, writing, speaking, listening, and viewing?
• Are there a variety of audiences and purposes to the lesson?
• Is there a critique of primary sources?
• Does the teacher engage students in the inquiry process, fostering questioning, curiosity, and motivation?
• Does the teacher implement a variety of sources?
• Does the teacher use primary sources? If so, are they used in an effective way?
• Does the teacher activate background knowledge?
• What is the level of appropriateness regarding the materials, resources, and content?

**Instructional Practice**
• Are there clear objectives for the lesson?
• Is there a communication of learning goals?
• What type of activities does the teacher utilize?
• What is the level of student participation and discussion? Student understanding?
• Does the lesson address different learning styles?
• Is there a variety of instructional methods?
• Is there clarity of instruction?
• How does the teacher present the lesson (body language, voice, eye contact, etc.)?
• How does the teacher give instructions?
• Does the teacher allow for wait time when asking questions?
• Does the teacher monitor comprehension? If so, how?
• How does the teacher interact with students?
• How does the teacher use visual aids?
• Does the teacher express assessment expectations to the students?
• What type of assessment does the teacher utilize?
• Does the teacher use peer and self assessment at all?
• Does the teacher allow for regular opportunities for assessment?
• Does the teacher offer timely feedback?
• How does the teacher wrap up the lesson?
HIS Fieldwork Contract

will be observing / assisting at

History Student

School

in ____________________ teacher's classroom according to the following schedule:

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The teacher candidate is responsible for contacting the cooperating teacher immediately upon receipt of this assignment. The teacher candidate is responsible to have this contract signed at the beginning of the practicum and have the cooperating teacher complete the evaluation form at the end.

____________________________________  _______________________________________
Cooperating Teacher’s Name  Teacher Candidate’s Name

_____________________________________
Date

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**Student Self-Evaluation** (Do Two: One to be completed at mid-term and one to be completed at the end of the practicum). 100-500 words each.

1. Identify two things that you thought went very well in your fieldwork placement and explain why. In your answer, please be sure to relate your response to your skills as a teacher and your growth in teaching.

2. Identify two things that you thought you would do differently in your placement and explain why. In your answer, please be sure to relate your response to your skills as a teacher and your growth in teaching.

______________________________

**Cooperating Teacher Evaluation VIA EMAIL.**

I will ask the teacher who worked with you for the following (this is not the responsibility of the student).

Identify student strengths and weaknesses as a teacher.