Field Experience
GUIDE

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Gonzaga University School of Education
Mission Statement

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship and professional competence in multiple specializations.
- We support an environment that is challenging, inclusive, reflective, and collegial.
- We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.
- We provide academic excellence in teaching, advising, service, and scholarship. We promote, support and respect diversity
- The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education

Department of Teacher Education
Mission Statement

As faculty and staff of the Department of Teacher Education, we commit ourselves to facilitate the development of exemplary educators through the integration of knowledge, skills, and dispositions necessary for teaching and learning in a global society. We further commit ourselves, in the tradition of Jesuit education, to foster leadership and ethical behavior by stimulating intellectual vitality, advocating for justice, promoting a spirit of service, and developing life-long learning communities.

"Preparing social responsible professionals who serve with care, competence and commitment."

FIELD EXPERIENCE GUIDE
Introduction
Field experiences at Gonzaga University provide opportunities for teacher candidates to observe experienced teachers, practice newly emerging teaching skills, and apply theory gained from university coursework to the “real world” of elementary, middle, and secondary schools. It is also a time of feedback and reflection on the social, psychological, and pedagogical aspects of classroom and school life.

Field Experience Application Process
Students must pre-register for each field experience the semester prior to the field experience. At pre-registration students must file a Request for Placement with the Director of Field Experience. Forms may be obtained from Debbie Vogel, RC 206. At the time of the field experience, current fingerprints and character and fitness must be on file.

Accommodation Statement
If you need an accommodation based on the impact of a disability, you should contact the Assistant Director of Field Experience to arrange an appointment as soon as possible. He/she will rely on Disability Support Services (AD 324, ext 4134) for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted Disabilities Support Services, you are encouraged to do so.

Blackboard/Documents
Syllabi and documents are found under the Blackboard designation for each specified field experience course. Field Experience students, cooperating teachers and university supervisors are expected to read the materials available to them at the student teaching website.

Attendance Policy
If you are expected to be in attendance at your respective schools at the dates and times arranged. If you cannot be there, it is your responsibility to inform your cooperating teacher and university supervisor immediately.

Communication
Communication is vital to the success of the student teaching experience. Communication should include the teacher candidate, cooperating teacher(s), university supervisor, and if necessary, the Director of Field Experience. If an issue arises that needs immediate attention, please contact the Director of Field Experience, 509-313-3516.

Conflict Resolution
If an issue arises regarding any part of the field experience, follow the listed procedure.
1. The cooperating teacher and teacher candidate should discuss the issue and try to resolve the concern.
2. If necessary, the cooperating teacher/teacher candidate informs the university supervisor of the concern and supervisor informs the Director of Field Experience. If an issue arises that needs immediate attention, please contact the Director of Field Experience.
3. If necessary, the Director of Field Experience will pursue the issue further following the Gonzaga University protocol.
The Director of Field Experience, in collaboration with the cooperating teacher/school administration and university supervisor, reserves the right to remove any teacher candidate from any field experience.

TEACHER CANDIDATE
The Field Experience candidate is a college student engaged in local on-site teaching and observation. As a learner-participant, he/she assumes a central role in his/her own development as a teacher candidate. In this role, the field experience candidate is expected to demonstrate responsibility and commitment in the following ways:

The role and expectations of the Teacher Candidate
- Read the Field Experience Handbook
- Current fingerprints and character and fitness form on file prior to the beginning of each field placement
- Visit the school site and meet the cooperating teacher to set up observation dates before beginning the field experience; become familiar with school rules, safety procedures, etc.
- Be on time for the dates agreed upon; inform the cooperating teacher and university supervisor (in advance, if possible) of any absence
- Demonstrate the dispositions adopted by the Gonzaga University School of Education
- Develop a cooperative, collaborative and helping relationship with all personnel in the field
- Share concerns with the cooperating teacher and or university supervisor; ask questions for clarification
- Share all lesson plans with the cooperating teacher before implementation
- Establish and maintain clear communication
- Actively participate in conferences with the cooperating teacher and/or university supervisor; act upon constructive criticism
- Engage in continuous self-evaluation to increase your level of competency
- Be flexible and willing to adjust to new conditions and situations
- Use the Lesson Design Plan
- Complete and turn in on time required assignments

Any student who fails to meet the criteria of character/fitness form and fingerprints may be denied admission to a field experience placement. Since field placements are tied to EDTE courses, students may also have to drop the class if they are not able to enter the field experience.

COOPERATING TEACHER
Gonzaga University will work with the districts to place student teacher with cooperating teachers who have a minimum of three years’ experience. Cooperating teachers will possess skills in current best practices, demonstrate strong supervisory skills, model professionalism, and demonstrate good rapport/communication skills.

The cooperating teacher should provide a sincere, helpful, encouraging, and positive classroom environment. Through open communication he/she supports the field experience candidate in preparing for a professional teaching career. The cooperating teacher brings to the field experience the guidance and expertise of a competent and experienced teacher. The cooperating teacher contributes to the development of a successful field experience candidate.

The role and expectations of the cooperating teacher
Clock Hours for Cooperating Teachers
The cooperating teacher is eligible to receive 10 clock hours per semester, not to exceed 20 clock hours during a calendar year, for mentoring a student teacher from Gonzaga University. The clock hour forms will be distributed from the Field Experience Office at the end of each university semester.

UNIVERSITY SUPERVISOR
University supervisors are faculty/adjunct professors. The university supervisor is assigned by the Director of Field Experience and has the responsibility to assist and evaluate the field experience candidate. They work in partnership with the cooperating teacher, and are liaisons between the university and the school districts. Supervisors have the minimum qualifications of a Master’s degree and are current in education best practices. University supervisors will visit student teacher on a scheduled and drop-in basis.

The university supervisor provides personal and professional assistance toward the growth and development of the field experience candidate and reinforces instructional methods and techniques to support the candidate in exploring his/her beliefs about teaching and the profession.

The role and expectations of the university supervisor
- Read the Field Experience Handbook
- Establish and maintain clear communication lines among university faculty, field experience candidates, cooperating teachers, and administrators
- Communicate concerns to the Director of Field Experience
- Hold knowledge about the school and its activities as confidential information and impose the same expectation on field experience candidates
- Provide open communication to all concerned in the field experience
- Observe the field experience candidate in action and provide written feedback to the candidate with copies to the cooperating teacher
- Debrief with the field experience candidate after a visit
- Provide suggestions to the field experience candidate for improving planning and teaching effectiveness
- Assist the field experience candidate in self-evaluation
- Meet the expectations and deadlines outlined on the “semester calendar” and the “supervisor forms checklist”
- Follow the, “Department of Teacher Education Professional Intervention Process.”
- Use the Gonzaga University Lesson Design Plan, the Field Observation Rubric and the Dispositional Rubric.

Sequence and expectations of Field Experience courses for Undergraduate ELEMENTARY CANDIDATES

**EDTE 221L**  
Differentiated Instruction and Assessment  
Taken concurrent with EDTE 221 E
Supervised observation and teaching in local school sites with an emphasis on teaching individual
lessons. Perform all assignments from course EDTE 221. Candidates teach a minimum of one lesson
using the Lesson Design plan observed by a university supervisor with written reflections sent to
university supervisor. 30 hours in the field.

EDTE 331L
Instructional Methods, Reading, Writing and Communication II
Practical application reading/writing methodologies in the local school sites with the emphasis on small
group/whole group observation and instruction. Supervised observation and teaching with an emphasis
on advanced lesson planning. Perform all assignments from course EDTE 331. Candidates teach a
minimum of two lessons using the Lesson Design plan observed by a university supervisor with written
reflections sent to university supervisor. 30 hours in the field.

EDTE 401L
Math Methods
Taken concurrently with EDTE 401
This is the practical application of science and math methodologies in the local school sites with
the emphasis on small group/whole group observation and instruction. Focus is on advanced
lesson and unit planning. Perform all assignments from course EDTE 404. Teach a minimum of
two lessons using the Lesson Design plan observed by a university supervisor with written
reflections sent to university supervisor. 30 hours in the field.

SECONDARY CANDIDATES

EDTE 221L
Differentiated Instruction and Assessment.
Taken concurrently with EDTE 221 E.
Supervised observation and teaching in local school sites with an emphasis on teaching individual
lessons. Perform all assignments from course EDTE 221. Candidates teach a minimum of one lesson
using the Lesson Design plan observed by a university supervisor with written reflections sent to
university supervisor. 30 hours in the field.

EDTE 418L
This is the practical application of science and math methodologies in the local school sites with
the emphasis on small group/whole group observation and instruction. Focus is on advanced
lesson and unit planning. Candidates teach a minimum of two lessons using the Lesson Design
plan observed by a University Supervisor with written reflections sent to university supervisor. 30 hours in the field.

EDTE 454L
Discipline Specific Methods
Taken concurrently with EDTE 454, Practical application of secondary specific methodologies in the
local school sites with the emphasis on small group/whole group observation and instruction. Focus is on
advanced lesson. Perform all assignments from course EDTE 454; teach a minimum of two lessons
using the Lesson Design plan observed lesson by university supervisor with written reflections sent to
university supervisor. 30 hours in the field.
EDTE 455L
Discipline Specific Methods - Required for an additional endorsement
Taken concurrently with EDTE 454, Practical application of secondary specific methodologies in the local school sites with the emphasis on small group/whole group observation and instruction. Focus is on advanced lesson. Perform all assignments from course EDTE 454; teach a minimum of two lessons using the Lesson Design plan observed lesson by university supervisor with written reflections sent to university supervisor. 30 hours in the field.

MASTERS OF INITIAL TEACHING (MIT) CANDIDATES

1 year
EDTE 505, 506; & 507 (run consecutively) Every Tuesday & Thursday, 8-3 September - December and January to mid-February

2 year
EDTE 505 Field Experience I 30 hours in the field
Sequence and expectations of Field Experience courses for MIT candidates

**EDTE 505 (MIT)**
Practical application of theories of learning, motivation, and development through lesson plans and assessment. Supervised observation and teaching in local school sites with an emphasis on teaching individual lessons. Teach a minimum of one lesson using the Lesson Design Plan and observed lesson by University Supervisor with written reflections sent to university supervisor.

**EDTE 506 (MIT)**
Supervised observation and teaching in local school sites with an emphasis on teaching individual lessons. Perform all assignments from course EDTE 221. Candidates teach a minimum of one lesson using the Lesson Design plan observed by a University Supervisor with written reflections sent to university supervisor.

**EDTE 507 (MIT)**
Supervised observation and teaching in local school sites with an emphasis on teaching individual lessons. Perform all assignments from course EDTE 221. Candidates teach a minimum of one lesson using the Lesson Design plan observed by a University Supervisor with written reflections sent to university supervisor.