

ROLE AND RESPONSIBILITIES OF THE FIELDWORK INSTRUCTOR



The California Commission on Teacher Credentialing requires that candidates be supervised in the field and that documentation be maintained in the candidate's file to verify that the candidate demonstrates competency in all state-mandated standards. Fieldwork Instructors are coaches, guides, and mentors who provide positive reinforcement for effective practices; suggest and teach alternatives for ineffective practices; and assess implementation of alternative practices.

School of Education Mission Statement, Conceptual Framework and Dispositions Teaching Performance Expectations

Fieldwork Instructors are required to be fully familiar with the School of Education's Mission and Goal Statement, Conceptual Framework and Dispositions. Fieldwork Instructors are also required to be fully familiar with the Teaching Performance Expectations (TPE's) as part of the evaluation process of each Candidate.

Collaboration and Communication with the Candidate

The Fieldwork Instructor works in support of the Candidate, helping to create the "best" teachers possible in the field. Connecting the SOE Conceptual Framework and Dispositions as well as the TPE's to the candidate's learning will require support beyond classroom observation and Professional Learning Community sessions. As Candidates make sense of teaching, the Fieldwork Instructor is expected to be an outside resource offering supplemental support as needed. This may include email or phone support, modeling, and article/book recommendations.

Collaboration with the Master Teacher/On-Site Support Provider (OSSP)/Manager of Teacher and Leadership Development (MTLD-TFA)

The Fieldwork Instructor works cooperatively with the Candidate and the Master Teacher/On-Site Support Provider (OSSP)/Manager of Teacher and Leadership and Development (MTLD-TFA). Additionally, the Fieldwork Instructor's responsibility to Loyola Marymount University dictates that he/she assists the Candidate in maintaining the criteria and standards outlined in the credential program.

Classroom Visits

The Fieldwork Instructor will observe the Candidate actively teaching during the semester. Candidates must be observed in the area/content in which they will earn their credential. Visits, including debriefing, usually last two to two and a half hours. The Fieldwork Instructor will remain to discuss the Candidate's performance immediately after the observation. Strengths and specific suggestions for improvements will be included in the Fieldwork Instructor's observation notes as documented on the Observation Record. The Fieldwork Instructor will provide the candidate with a copy of the observation record.

Arranging Visits/Calendaring/Communication

Fieldwork Instructors are expected to communicate regularly with the Candidate and Master Teacher/On-Site Support Provider (OSSP)/Manager of Teacher and Leadership Development (MTLD-TFA). All visits are to be arranged in advance and confirmed in writing. Candidates are required to provide a complete lesson plan for each lesson observed. The lesson plan should conform to guidelines discussed in the seminar class. If a candidate does not provide a lesson plan, the Fieldwork Instructor will not observe the lesson.

Observation Records

Fieldwork Instructors are provided with electronic Observation Records. Candidates expect to see concrete recorded observations (e.g. what Fieldwork Instructors see or hear as opposed to subjective comments). During the debriefing, strengths and suggestions are discussed and documented on each form. Please limit the number of suggestions to a manageable amount to avoid overwhelming the candidates.

Debriefing

Fieldwork Instructors are required to discuss the Candidate's lesson and performance either immediately following the observation or as soon as possible in person. Fieldwork Instructors should have a reflective conversation with the candidate by guiding him/her as they focus on the lesson strengths and areas of improvement. Candidates will expect assessment and support in terms of meeting the TPEs, the Conceptual Framework and the Dispositions. Fieldwork Instructors should offer supplemental support to candidates during debriefing meetings to address individual goals and make coursework connections. This may include modeling or article and book recommendations to support the candidate in their areas of need. Additional support may be required through email or phone as candidates grow in their practice. In the unlikely event that a Fieldwork Instructor is unable to adequately guide or assist a candidate, contact a member of Clinical Support Services immediately.

Directed Student Teacher Seminars and Professional Learning Community Sessions

The Fieldwork Instructor is required to have a minimum of four Professional Learning Community (PLC) sessions with their cohort of Candidates. This will serve a variety of purposes: face-to-face collegial support with the Fieldwork Instructor, collegial sharing and support between the candidates and participation in professional development and reflection activities. The Fieldwork Instructor will use the sessions as a vehicle to deliver further support to the candidates through handouts, books, and other resources that might assist candidates in their teaching practice. They are primarily for the purpose of collegial support and to enhance the Candidate's clinical practice.

Documentation/Communication with Clinical Support Services

Fieldwork Instructors must provide documentation for any matters that relate to the Candidate (e.g. observation records, commendations or concerns). A Formative and Summative Evaluation is required for submission online via Qualtrics.