

Overview of Fieldwork Hours

College of Education



**College
of Education**
LEHIGH UNIVERSITY

Overview of Fieldwork Hours

**According to PDE,
all students seeking teaching certification:**

- Need to have **190** hours fieldwork hours prior to student teaching
- Must meet competencies set by PDE prior to certification.



Overview of Fieldwork Hours

As a means of scaffolding this process, Lehigh has:

- Distributed the hours and competencies **across all courses** (except TLT 407)
 - instead of cramming hours and competencies into a few semesters!
- Assigned PDE competencies to each course.



Fieldwork Hours

In case you're still wondering...

- Fieldwork helps you **meet the competencies** required by PDE;
- Electronic portfolios (stored via Mahara) **provide the evidence** of certification requirements;
- The suggested hours for each course are a guideline;
- In many courses, they are a minimum expectation.
- We encourage you to do more hours



Fieldwork Hours

You should keep in mind that:

- While you may take more than one course with fieldwork, your total hours cannot be combined!
 - In other words, **no double dipping.**
- Example: If you take **three courses** that each have **10 hours** of fieldwork, you'll be out in the schools a **minimum of 30 hours.**



Fieldwork Stages

Stage 1: Observation

- Looks like: You sitting in a classroom taking notes about instruction, classroom management, etc.

Stage 2: Interaction

- Looks like: You assisting teacher, working with students individually or in groups.

The State requires **at least 40 hours** in Stages 1 and 2.



Fieldwork Stages

Stage 3: Pre-student teaching

- Looks like: You creating lesson plans and teaching all or part of a lesson to a whole class or small groups and/or you completing long-term projects that require working with mentors and students over the course of a semester
- all methods courses, many SpEd project-based courses, Pre-Professional Seminar (secondary)
- The State requires at least 150 hours in Stage 3.

Stage 4: Student teaching

- Looks like: You teaching under a mentor supervision:
- 14 weeks, single certification
- 7/7 weeks, dual certifications



Fieldwork = win-win-win!

You:

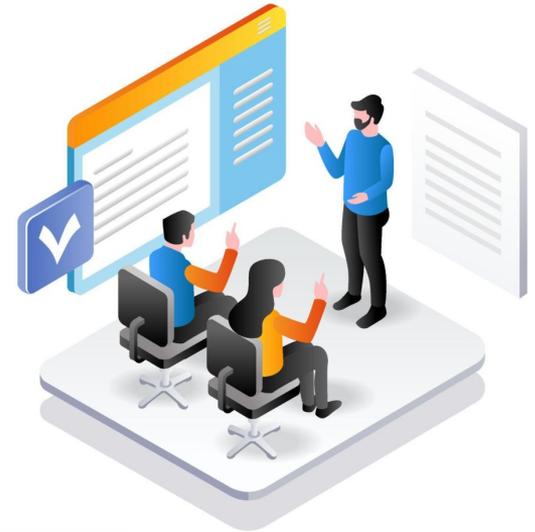
- By putting theory into practice to complete fieldwork, you learn more about the profession and begin to define your personal philosophy

Mentor:

- Though s/he is guiding you, you are providing the often-needed extra set of eyes, ears and hands in classrooms.

Students:

- Through your willingness to engage and enlighten, students benefit from your presence in the classroom



What goes around...

Always remember!

★ Your Responsibilities:

- communicate professionally;
- complete fieldwork;
- represent Lehigh.

★ Your Rewards:

- building a professional network;
- creating a professional impression.

● Focus on building your professional network!

- find ways to become part of the school community.
 - Rather than limiting your time in schools to completing required hours;
 - Many of you juggle classes, work, families, etc., so scheduling can be challenging.



...comes back around

However,

- **Fieldwork can be an investment in your future profession.**
 - Visiting various schools allows you to **observe future employers and colleagues** from the inside.
- **Mentors may provide future placement opportunities.**
 - Recommendation letters;
 - Let you know when positions are available;
 - Go the extra mile to get your application in front of the right people.



Top mentor/school feedback

★ All mentors receive a survey after the experience. This feedback comes from surveys and direct communication with the Office of Professional Certification (OPC).

1. Do not use your phone or other electronic devices during class or meeting times.
 - Many schools prohibit phone use by students/teachers.
 - As a guest, you should not model unacceptable behavior.
 - Schedule your fieldwork knowing you will not be able to check social media, texts or emails during this time.



Top mentor/school feedback

2. Be engaged.

- Mentors and students pick up on your enthusiasm... or lack thereof. Make sure you appear interested and attentive.
 - **You're not invisible!**



Top mentor/school feedback

3. Bring your clearances on first visit

- Schools call the OPC and are instructed to send you home if you do not bring your clearances.
- It's easy to avoid this being your first interaction with the school by [always having your clearances with you.](#)



Top mentor/school feedback

4. Communicate in a professional manner.

- You are not a peer with your mentor, so your communication should reflect a respect for their authority and expertise.
 - Communication skills are important in any profession!



Top mentor/school feedback

5. Explain your placement needs.

- Placements are made based on a very general explanation of fieldwork. **It is your responsibility to ensure that you are able to complete your specific assignments while there.**
- If the placement won't work, please inform your course instructor or OPC staff.



Top mentor/school feedback

6. Be on time!

- Teaching is a profession that **runs on a tight schedule.**
 - Chronic tardiness shows a lack of respect for your mentor and to the profession.



Top mentor/school feedback

7. Stick to the schedule.

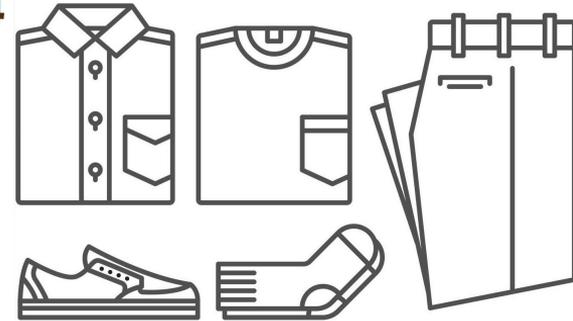
- Mentors (and students) count on your being there when you say you'll be there.
- Beware of claiming emergencies. Emergencies happen but not everything is an emergency.
 - While flexibility is crucial to teaching, **please stick** to the agreed-upon schedule.



Top mentor/school feedback

8. Dress appropriately and professionally.

- Even when a school is casual, you are still a guest; **you should always make a professional impression.**
 - Check school **dress code** before you visit!



Top mentor/school feedback

9. Be prepared

- Quality teaching requires planning and preparation. **Period.**
 - Lehigh's program is designed to prepare you for the profession. Trust the process.

10. Be accountable.

- You are a teacher in training. You will make mistakes.
- **Take responsibility** for your actions and learn from your missteps.
- Ask for feedback to help you improve.



Top mentor/school feedback

11. Be positive.

- You will be in various settings and will be able to learn something from each.
 - If you have real concerns, **talk to your professor or supervisor.**
 - **NEVER** complain in front of mentors or students!



Top mentor/school feedback

12. Learn names of your mentors, students, principal/assistant or grade level principal, office administrator and custodial staff.

- At its heart, teaching is a profession based on **relationship building**.
 - Start early. Practice often.

NAME

NAME

NAME

NAME

NAME



Top mentor/school feedback

13. Promptly contact mentor.

- You should **contact your mentor within a week** of receiving your placement email.
- If you wait too long, mentors either pick up other students or move on in planning without you.
- Lehigh's semester ends during busy time in schools; waiting until the end of the semester to cram in fieldwork will not likely be appreciated.



Top mentor/school feedback

14. Follow school procedures:

- Parking, sign-in/sign-out; IDs/computer use, material use, calling out sick, positive behavior supports, disciplinary actions, etc.
- Find and read the school procedures manual.
 - When in doubt, **ask**.
 - When told, **follow directions**.



When to contact the OPC?

Schedules mismatch

- When schedules don't mesh.
 - The OPC finds willing mentors. You and your mentor create a **mutually beneficial schedule**.
 - When nothing works, the OPC needs to know.



When to contact the OPC?

Troubleshoot early

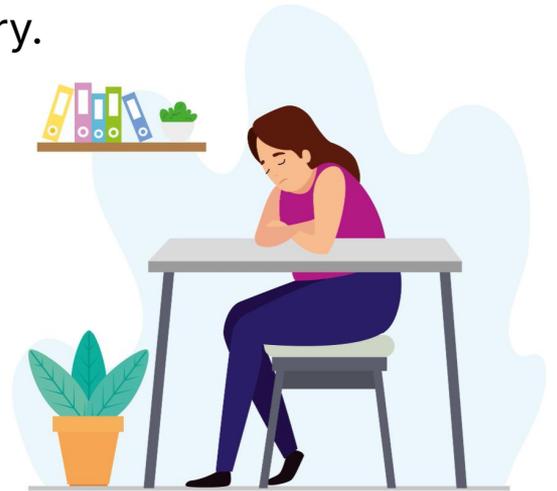
- **When something doesn't just seem to be working.**
 - Learn to trust your instincts and be prepared to problem-solve with the OPC and/or your instructors.



When to contact the OPC?

Address mentor challenges

- **When mentors don't mentor.**
 - Sometimes, mentors become uncomfortable with allowing you to use their classroom as a laboratory.
 - If you are unable to teach and meet your requirements, let the OPC know and include your instructor in the communication.



Further directions

Believe it or not,

- there's more information in the **Teacher Candidate's Guide to Field Placements**.
 - Check out the [OPC website](#) for additional resources!





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