



Guidance on Thoughtful Construction of Fieldwork Experience

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Session Goals

1. **Share how CT is planning for scaling and sustaining CEEDAR work in the state by developing guidance on how to increase opportunities for teacher candidates to practice, to develop more effective fieldwork experiences, and substantially improve partnerships between EPPs and LEAs.**
2. **Explore how to improve EPP/LEA partnerships in preparation.**

Practice

Practice is essential to improving and mastering specific techniques for all performance-based professions. Medicine, plumbing, cosmetology, and the law are examples of professions, like teaching, that require demonstrated performance skills as a component of obtaining a license to practice.

More about practice...

Research demonstrates that the way practice opportunities are designed *matter* in developing skilled practitioners. “Deliberate practice” is the term often used to differentiate better practice opportunities from other, less effective practice. Based on research from psychology, neuroscience, sports, and other disciplines where the study of excellence in performance is central, deliberate practice is defined as carefully sequenced and calibrated practice that builds on one’s current knowledge and skill in conjunction with performance feedback.

(Ericsson, 2014, Ericsson, Krampe, & Tesch-Romer, 1993)

Why a guidance document?

1. A need to change the way fieldwork is conceptualized and implemented (too much observing, not linked to courses, not scaffolded, etc.)
2. A need to move beyond personal relationships of instructors and practicing teachers to robust partnerships between EPPs and LEAs at all stages of candidate preparation.
3. LEAs asking for more information and rigor about expected outcomes of field experiences and expected responsibilities of host teachers.
4. LEAs asking for better information to articulate cost/benefits of partnership in fieldwork at every stage (beginning experiences through student teaching)

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1. Principles for developing practice partnerships
2. Defining terms
3. Evidence-based practice strategies
4. Program planning examples and tools
5. Domains of partnership, and recommended roles and relationships
6. Appendices with planning tools

Facilitated Discussion

Partners explore the guidance document.

- Read **Principles** section (page 2).
- What might faculty need to learn so that they could construct specific **evidence-based practice strategies?** (page 4-5)
- Consider how improved field experiences support **CAEP accreditation requirements.** (page 6)
- Look at **Table 2** (pages 8-10). How might a program you are affiliated with change if you were to adopt this approach to providing practice?
- Look at **Table 3** (pages 12- 14), the partner building domains, and roles/responsibilities of the partners. What would need to change in your context?

Discuss the opportunities to improve fieldwork.