



Fieldwork Information, Placement, and Documentation

Students in both the elementary and ESOL Programs must fulfill field experience as a requirement of the State of Virginia. Students will complete 20 hours per licensure course. Please see individual syllabi for specific requirements; instructors may revise this number of hours based on course requirements.

Students in the ESOL program should divide their fieldwork between elementary and secondary settings over the course of their program. While enrolled in the 511 course, students in the ESOL program should plan to do their fieldwork in an elementary setting.

Guidelines for conducting fieldwork for summer courses follow on page 6.

Placement and Site Selection

Local (Washington DC area) students: The FAST TRAIN office will place local students. Please complete the “**Fieldwork Placement Form**” (**page 4**) and submit to the fieldwork coordinator at your earliest convenience but no later than the dates below to ssteeley@gmu.edu. As soon as possible after you submit the form, the fieldwork coordinator will contact you with your placement.

International & Other U.S.-based Students: Please follow the “Site Selection Guidelines” (**page 3**) for selecting a fieldwork site.

All Students:

If you are currently working in a school, you may be placed in your school. Permission from the school must be provided (see sample letter on **page 5**).

Spring Planning Document Due Dates:

- Elementary students in EDUC 513 & 514: January 10
- Students in EDUC 537 and EDUC 511: February 1

Summer Due Dates:

- Students in summer classes who need a local placement in the fall: September 1.

Fall Due Dates:

- All students: September 1

Documentation of Fieldwork Experiences

All those observing in a classroom are required to submit a **log of hours (page 6 or an instructor-provided alternate with your name, course, and semester) FAST TRAIN Field Experience Supervisor’s Report (pp. 7-8)** to your **instructor** by email,

fax, or mail along with your fieldwork report no later than **the last date of the semester** of your fieldwork (or by the relevant extended summer deadline). The Log of Hours/Supervisor's Report **must have signatures from either their teachers/ or supervisors before submission.** Those conducting fieldwork in their own schools should provide the **principal/head's permission (page 5)** and an observation log if observing.

Full-Time Summer Courses:

For courses taken during the full-time intensive summer program, observations must be completed using the due date timeline below.

Field Experience Summer Course Due Dates			
	Session I	Session II	Session III
Courses	EDUC 511	EDUC 512	EDUC 513
	EDUC 514	EDUC 516	EDUC 520
		EDCI 519	EDCI 520
		EDCI 521	EDCI 777**
Field Experience Due Date	November 15	January 30	March 30

** Course must be taken last; begins on March 1 as an online course and continues in the summer during the intensive summer session.

- In Progress (IP) grade is given to the student at the end of the course.
- Field experience requirements are due as indicated on the chart.
- Final grades are issued for each course once the field experience report is completed and submitted to the instructor for evaluation.
- Important Note: **Students who plan to graduate in summer, must complete field experience in early August to graduate in time**

Site Selection Guidelines
International Field Experience Selection of Site/Teacher

In seeking a site for your international field experience placement you should provide the director/principal with the following guidelines:

FAST TRAIN provides the following criteria for consideration in placing FT students. (While not all schools/teachers meet all criteria, the more criteria met the more likely your field experience will be worthwhile)

- Experienced teacher holding credential that you aspire to hold (e.g. elementary, ESOL, special education)
- Excellence in teaching field as noted by director, colleagues and parents
- Experience in mentoring university students/other faculty
- Positive leader in the building
- Willingness to discuss teaching, learning and how to become a good teacher
- Willingness to let you work, under supervision, with small groups or individual students
- Willingness to model “best practices” in the field

Fieldwork Placement Form

Name: _____

Phone #: _____

Home Address: _____

E-mail: _____

Program: Elem _____ ESOL _____
 Peace Corps /MAI Elementary _____
 Peace Corps /MAI ESOL _____

Semester: _____

I. Course Information

Course 1

Course Number _____

Course Name _____

Instructor _____

Describe nature of _____

assignment (child study, _____

classroom observation, _____

sample lesson, etc.) _____

Grade level / range _____

Subject _____

Hours required _____

Course 2

Course Number _____

Course Name _____

Instructor _____

Describe nature of _____

assignment (child study, _____

classroom observation, _____

sample lesson, etc.) _____

Grade level / range _____

Subject _____

Hours required _____

III. Current School Employees

If you are currently employed or have a field site arranged please send the following information:

- School
- Contact
- Supervisor/Teacher

In addition, for those who are completing field experience during employment (for example teaching assistant), attach a signed letter from your principal or supervisor that indicates their understanding of the field experience requirements and their willingness to let you complete the field experience portion of your coursework while employed. Sample letter is below.

Permission to complete field experience assignments

I understand and am willing to comply with the field experience assignments as required by George Mason University. I am willing to allow my employee

Name of student/teacher

to complete the required hours in my school.

Name:

School:

Position:

Contact information: Phone: _____ E-mail: _____

Date:

Signature of Responsible School Personnel

Observation Record

Student: _____ Student ID: _____

Course(s) requiring observation: _____

Semester: _____

To the Cooperating Teacher:

Please sign below to indicate that the student has observed in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____

9/22/2008

FAST TRAIN Field Experience Supervisor's Report

Student Name: _____ Student ID: _____

Confirmed Placement Site: _____ Course Number/Name: _____

Contact Person _____ Telephone: _____

E-Mail and Postal Address _____

(above completed by student)

TEACHER EVALUATION FORM

Cooperating/Supervisor's Name: _____

QUALITIES	Excellent	Above Average	Average	Below Average
Personal Qualities				
Dependable				
Punctual				
Professional Qualities				
Can create learning experiences that make subject matter meaningful				
Understands how students differ in their approaches to learning				
Uses a variety of instructional strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans instruction based on subject matter, students, community and curriculum goals				
Uses formal and informal assessment strategies				
Engages in critical reflection to improve teaching				
Fosters positive relationships with colleagues, students and families				
Demonstrates knowledge of child development				

** Note: N/A may be used for any unobserved qualities**

Teacher's Additional Comments/Recommendations:

Student's Reflections on Field Experience:

Teacher's/Supervisor Signature: _____ Date: _____

Student's Signature: _____ Date: _____