

Field Placements at Mills College at Northeastern University

DRAFT



Educators for Liberation, Justice, and Joy (ELJJ) Teacher Education Program
Secondary Single Subject Humanities & Math/Science Credential Programs
School of Education
5000 MacArthur Blvd
Oakland, CA 94613

STUDENT TEACHER'S GUIDEBOOK

WELCOME LETTER FROM THE PROGRAM DIRECTORS

Dear Student Teacher Candidate:

The Field Experience (student teaching) will very likely be one of the most significant experiences of your burgeoning teaching career. The people with whom you will be working at your carefully selected field sites give generously of their time and energy because they realize that a well supervised professional field experience is essential in the preparation of good teachers. Student teaching carries important personal and professional responsibilities. This year is intended to assist you in making the transition from the university classroom, as a student, to the school-based classroom. In short, you will be given every opportunity to start establishing a professional reputation for yourself based on your demonstrated ability in working with students in the dynamic real life situations that you will navigate at your field sites.

Learning to teach is an involved and rewarding task. There are no shortcuts. Like all acts of performance, one learns to teach by teaching. To facilitate this process you have been assigned to a field site where you will have adequate opportunity to learn to teach under the apprenticeship of a Cooperating Teacher, and with the guidance of a Supervisor teacher. The College has selected these persons because of professional competence, and a desire and skill set appropriate for working with promising prospective teachers, such as you.

A necessary corollary to the concept of doing, or practice, as a goal in student teaching, is the need for study--to become, in fact, a student of teaching. Student teaching should be thought of as a time to study as well as practice teaching. It is a chance to put untried ideas to the test in a variety of real situations and to evaluate the results. The factors of what to teach, how to teach it, and why teach it, are equally important and inseparable in the teaching process. Thus, you should reflect on these continually as you carry out your coursework and complete your assignments.

This handbook is designed as a resource containing the myriad of tools anchoring the field experience component of our program. The various documents have been selected and carefully designed based on input received from a number of experienced practitioners in the field. The requirements, as closely as possible, parallel those duties and responsibilities you will be expected to eventually assume as a full-fledged teacher. It is important to recognize that student teaching is not a terminal experience; but rather an experience which will motivate and contribute toward making you, the prospective teacher, as a lifelong student of education. The materials included in this guidebook are meant to move you along toward that goal.

Please do not hesitate to contact me with any questions or needs. I look forward to supporting your learning in the year ahead.

Warmest regards,

Director, Single Subject Credential Program

Director, Math and Science Teacher Education Program

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