

NIAGARA UNIVERSITY

COLLEGE OF EDUCATION UNDERGRADUATE FIELD EXPERIENCE

Phase I: Pre-Service – Early Field Experience

Purpose: This initial experience is designed to provide the candidate the opportunity to become familiar with the various aspects of school culture. Candidates will begin to demonstrate development in the competencies set forth in the INTASC Standards.

Duration: Each semester during candidate's first five semesters

Requirement: Minimum of 20 hours per semester; Minimum of **100 hours total before entrance into Teaching Assistantship**

Expectations for Candidate: Candidates will have exposure to classrooms at different grade levels during the course of their first five semesters that will encompass a variety of experiences such as observation, acting as a classroom assistant, helping with special projects, tutoring individuals or small groups, etc. Students may have special assignments tied to field work (e.g., case studies). Students will discuss this directly with the classroom teacher.

Expectations for Teachers: Classroom teachers provide opportunities for candidates to observe and/or assist with various aspects of the teaching process. Teachers are encouraged to challenge the candidate to lead/direct activities when appropriate and provide them with tutoring experiences. Candidates are not required to teach a lesson or prepare lesson plans, but may do so if mutually agreed upon.

Arranged By: Learn & Serve Niagara

Contact: Barbara Gallucci, 286-8680

Phase II: Teaching Assistantship

Purpose: The teaching assistantship is designed to provide the pre-service candidate the opportunity to gain further experience in schools and to make the transition from student to teacher candidate more effective as they begin to teach lessons.

Duration: Spring semester of candidate's Junior year and/or Fall semester of Senior year.

Requirement: Minimum of **30 hours each**; candidates complete one or two assistantships based upon area(s) of certification.

Expectations for Candidate: During these intermediate experiences candidates are expected to continue to develop competencies set forth in the INTASC Standards. Candidates will be expected to interact with students by assisting the classroom teacher, tutor individual students or small groups, and **teach at least two lessons which include NYS Learning Standards/ Canadian Learning Standards.**

Expectations for Teachers: Teachers should be in the room with the candidate and be willing to provide feedback regarding the lessons taught by the NU student. Prior to teaching, the candidate should be allowed to observe and assist students in the learning process. The teacher will provide documentation of hours in the classroom and a formal evaluation.

Arranged By: Office of Student Teaching
286-8683

\$100 stipend paid to participating teachers

Phase III: Student Teaching

Purpose: Student teaching is designed to provide the student teacher with opportunity to practice and gain various skills in a "safe environment" with the guidance and instruction of a veteran teacher.

Duration: Fall or Spring semester of the candidate's Senior year.

Requirement: The entire Fall or Spring semester of senior year; **two** teaching placements, each of approximately **seven weeks** duration.

Expectations for Candidate: It is expected that the teacher candidate will strive to become involved in classroom management and instruction as soon as possible, preferably by the end of the first week.

Expectations for Teachers: It is expected that the participating teacher will provide feedback regarding lessons taught by the teacher candidate and provide written evaluations.

For a complete explanation of both candidate expectations and teacher expectations see the Student Teaching Handbook.

Arranged By: Office of Student Teaching
286-8738

Remuneration as per NU policy

(revised0408)