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Field Experiences in School Climate

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Field Experiences in School Climate

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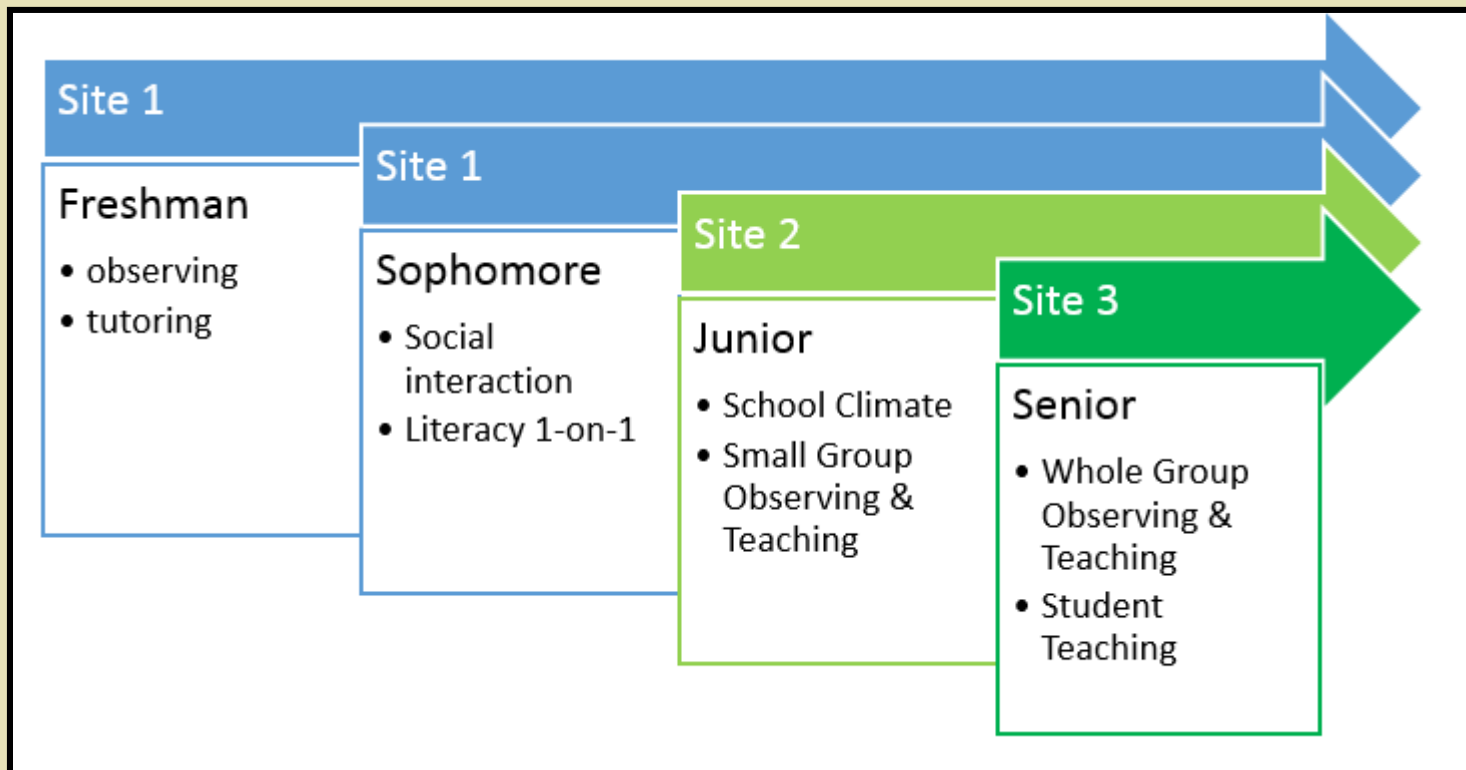
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Undergraduate Program: Elementary/Secondary

**Field experiences drive coursework*





Why a focus on school climate?

Best Practices in Teacher Preparation

Field experiences in teacher education are highly varied and “the disconnect between what teacher candidates are taught in their courses and their opportunities to learn to enact these practices in their clinical placements is often very great” (Zeichner & Bier, 2015, p. 22).

“This demanding, clinically based approach will create varied and extensive opportunities for candidates to connect what they learn with the challenge of using it while under the expert tutelage of skilled clinical educators. Candidates will blend practitioner knowledge with academic knowledge as they learn by doing. They will refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning.” (NCATE Blue Ribbon Panel, 2010, p. ii)

We run the risk of an “uncritical glorification of school-based experience and a lack of attention to illuminating the particular design features of these experiences that make them educative” (Zeichner & Bier, 2015, p. 37).



Development and Implementation

supervisor model, placement process

STEAM vs Community-Based Education

2 supervisors

5 schools

29 students



Benefits & Challenges

	EPP	Candidates	School
Benefits	<ul style="list-style-type: none"> • Connecting to coursework • Bridging theory and practice • Strengthening relationships with partner schools 	<ul style="list-style-type: none"> • Understanding the intricacies of a school (attitudes, expectations, all the EXTRA); a holistic approach • Interacting with students, families, staff, administrators • Connecting with CU Supervisor (PLC/Mentorship) 	<ul style="list-style-type: none"> • Sharing their school's specific strengths, programs, initiatives, areas of struggle • Completing needed projects (e.g. book labeling, curriculum closets, events)
Challenges	<ul style="list-style-type: none"> • Communication / finding the right connector at each school • Time and transportation 	<ul style="list-style-type: none"> • Time and transportation • Overwhelmed – <i>who does this when we are not here?</i> 	<ul style="list-style-type: none"> • Understanding shifting expectations • Planning for students



Next Steps

- Direct communication opportunities with school faculty and staff
- Supervisor per school site (depth of practice and relationships developed)
- Candidate opportunity for choice in school site
- Continue journaling with supervisors and explore field overlaps with concurrent courses



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