FIELDWORK RESPONSIBILITIES
CALIFORNIA STATE UNIVERSITY SACRAMENTO _ CHILD DEVELOPMENT 132
DR. JUDY JUDD

RESPONSIBILITIES OF THE STUDENT:

1. Arrive promptly, being prepared for the day. Regular attendance is mandatory.

2. See that a record of attendance is kept and returned to the University instructor at the end of the fieldwork placement/service-learning.

3. In the event of an emergency or illness, call to inform the supervising teacher/person of the absence as soon as possible. Arrange for the hours to be made up.

4. Dress suitably, conforming to school/agency standards.

5. You are not just an observer, but are expected to become involved in the program.

6. If in a teaching situation, interact with the children as well as support the teacher in the regular routines of the day. Discuss any of your plans for activities for the children with supervising teachers prior to sharing the activity with the children.

RESPONSIBILITIES OF THE SUPERVISING TEACHER/PERSN:

1. Provide the student with information regarding schedules, routines, rules for children and adults, location of materials, and a brief explanation of the general philosophy of the school/agency.

2. Provide the student with growth enhancing experiences at his/her level, remembering that students will have varying backgrounds and previous experiences.

3. If in a classroom setting, some students with little experience may need encouragement to interact with children and suggestions for appropriate activities. It is often helpful for the student to hear explanations as to why children are handled in a particular way. Student’s perceptions are often different from those of the teacher because of lack of previous experience with children in general and with the individual child in particular. Helping a student understand personal interactions will help the student be more successful in your classroom/agency.

4. Provide the student with frequent feedback on his/her progress.

5. An informal evaluation of the student’s performance should be done at the end of five weeks, as well as at the end of the placement. The student will provide the teacher with the evaluation forms. The purpose of the first evaluation is to provide the student with appropriate goals for the remainder of the placement. The evaluation is for the student’s benefit and will not be used for grading purpose since the field placement class is Credit/No Credit.

1 Copy for the Site Supervisor
1 Copy for the Student